

CPSE 300 - Ex Studnts:Prin of Collaboratn

Spring 2016

Section 002: 341 MCKB on M W from 10:00 am - 11:50 am

Instructor/TA Info

Instructor Information

Name: JoAnn Munk

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TA Information

Name: Kristi Weber

Office Hours: Only By Appointment

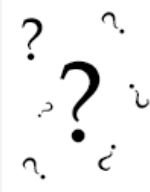
Email: kristi.weber@byu.net

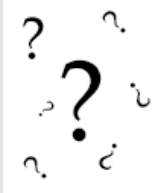
Course Information

Description

This course prepares future elementary classroom teachers to understand how students with exceptionalities learn, and how to use basic strategies to meet their educational needs.

Materials

Item	Price	Price
	(new)	(used)
	WHAT EVERY TEACHER SHOULD KNOW ABOUT ADAPTATIONS... <i>Required</i> by CARTER, N	26.20 19.65

	<p>TEACHING TODAY'S INCLUSIVE CLASSRMS 118.00 (3-HOLE) W/ MINDTAP PKG <i>Required</i> by GARGIULO, R</p>
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Grading Scale

Grades	Percent
A	95%
A-	90%
B+	87%
B	85%
B-	80%
C+	77%
C	75%
C-	70%
D+	65%
D	63%
D-	60%
E	0%

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.

Grading Policy

Assignments are to be handed at the **beginning** of class on the due date designated by the instructor. (This applies in the case of absences, also.)

Assignments will be lowered 10% for each day late. **No assignments will be accepted after the last day of class.**

Participation Policy

We hope that all students enrolled in this course will achieve desired results. Students who have been successful in this course attend class, read the lessons, and complete assignments on time.

Completing work on time is especially important. Typically, this is a busy semester for students. If you get behind early in the semester, it becomes increasingly difficult to catch up. Turn in work on time.

Students who contact me when they encounter problems completing assignments or attending class, work with me to resolve problems. We are willing to work with students who proactively manage their learning experience.

Attendance Policy

Students are expected to attend every class period, be on time and stay for the duration of the class. The instructor maintains the option of adjusting grades if attendance and punctuality should become a concern. There will be

participation points given on an intermittent basis. These points cannot be made up if missed.

Field Study Assignments

Field experience is an invaluable part of this course. You are required to work a minimum of 10 hours with a student with disabilities in a general education classroom. As needed, three of the required hours can be in a Church setting. Other accommodations are possible, but must be arranged with the instructor early in the semester.

Eight of the ten hours must be completed to pass the course. Complete all ten to avoid losing points on your final grade.

Service opportunities can be found by contacting the Center for Service at 422-8686 or visiting them online at centerforservice.byu.edu or tops@byu.edu

Assignments

Assignment Description

Disability Awareness Assignment

Due: Monday, May 02 at 1:55 pm

Complete ONE of the following (you choose):

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

Disability Awareness Assignment

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)**

1. 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.

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)**

1. 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.

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.

2.

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:

3. The title and author of the book.
4. A brief summary of the book. **(2 points)**
5. 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)

1. 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)**
2. Discuss how this book would influence children's perceptions of disability. **(2 points)**
3. 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 1 Quiz: Wrapping It Up

Due: Monday, May 02 at 1:55 pm

Complete the online quiz for this chapter

OR

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

WETSKA Part 1 p. 1-40

Due: Wednesday, May 04 at 1:55 pm

Submit a self-made 5 question study guide with answers from the reading. Questions and answers must be well written and well thought out. Question must be reflective of the whole reading with no grammar or spelling errors in order to receive full credit.

Practicum Contract Sheet

Due: Wednesday, May 04 at 1:55 pm

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

letter.pdf [Download](#).Contract Sheet.pdf [Download](#) Confidentiality form

ConfAgreement (2).pdf [Download](#)

Disability Presentation

Due: Monday, May 09 at 1:55 pm

Disability Presentation

Work with a partner to make a class presentation regarding a specific disabling condition. This is a collaborative assignment and must be completed with a partner to receive full credit. Your presentation should include the following:

Presentation Requirements (10 minutes)

1. Briefly provide information about the disabling condition.
2. Provide general suggestions for teaching students with this condition.
3. Demonstrate a specific accommodation (e.g., multisensory learning, graphic organizer, mnemonic device, etc.)
4. Create a handout for the class and post on Digital Dialog.
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 (If the presentations are graded)

Name(s) _____

Disability:

- | | | | | |
|---|---|---|---|---|
| 0 | 1 | 2 | 3 | Briefly provide information about the disabling condition. |
| 0 | 1 | 2 | 3 | Provide general suggestions for teaching students with this condition. |
| 0 | 1 | 2 | 3 | Demonstrate a specific accommodation (e.g., multisensory learning,
graphic organizer, mnemonic device, etc.) |
| 0 | 1 | 2 | 3 | Create and post a handout for the class. |
| 0 | 1 | 2 | 3 | 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--limited accuracy
2. Included in the presentation – basic accurate information
3. Included in the presentation--well developed and well demonstrated
- _____Presentation was within the required time limit.

Comments:

Chapter 4 Quiz: Wrapping It Up

Due: Monday, May 09 at 1:55 pm

Complete the online quiz for this chapter

OR

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

Chapter 5 Quiz: Video Case

Due: Monday, May 09 at 11:59 pm

In-Class assignment FAT CITY

Due: Wednesday, May 11 at 1:55 pm

In class assignment

Chapter 4 Video Case

Due: Wednesday, May 11 at 1:55 pm

Chapter 4 Video Case: Achieving Success in 5th Grade: ADHD

Watch and answer the reflective questions.

Chapter 2 Quiz: Wrappin It Up

Due: Monday, May 16 at 1:55 pm

Complete the online quiz for this chapter

OR

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

Chapter 13 Quiz: Wrappin It Up

Due: Monday, May 16 at 1:55 pm

Complete the online quiz for this chapter

OR

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

IRIS RTI part 3

Due: Monday, May 16 at 1:55 pm

RTI (part 3): Reading instruction. Retrieved from <http://iris.peabody.vanderbilt.edu/module/rti03-reading/>

This will be an in class assignment.

Chapter 3 Video: Before Referral

Due: Wednesday, May 18 at 1:55 pm

Watch the video and write responses to the two sets of questions.

Chapter 3 Quiz: Wrapping It Up

Due: Wednesday, May 18 at 1:55 pm

Complete the online quiz for this chapter

OR

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

PLAAPF & Objectives

Due: Wednesday, May 18 at 3:30 pm

This is an IN class activity

Chapter 10 Quiz: Wrappin It Up

Due: Monday, May 23 at 1:55 pm

Complete the online quiz for this chapter

OR

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

Visit to the Resource Room

Due: Monday, May 23 at 1:55 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 **one-page reflection** that adequately covers the following topics:

1. Resource teacher roles and responsibilities for educating students with disabilities. **(6 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. How this knowledge has provided insight into how you will interact with a resource teacher in your future school. **(2 points)**

The following are **optional** topics you might also consider discussing with the teacher and including in your one page reflection:

1. The teacher's background
2. The curriculum taught in the classroom.
3. The classroom environment.
4. The teacher's legal responsibility for educating students with disabilities in the classroom (IDEA, Section 504, NCLB, LRE, FAPE).
5. The teacher's role in collaborating with a grade-level team, participating on an IEP team, training paraeducators, communicating with others.
6. The pros and cons of the resource placement option.
7. How the teacher tracks and monitors progress.

Chapter 11 Video Case: Brittan & Trisha

Due: Wednesday, May 25 at 1:55 pm

Watch the video and respond to the questions. Consider situations you have observed in your Field Experience setting. Incorporate your field experience observations into your response.

Praise Notes

Due: Wednesday, May 25 at 1:55 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. Include at least one cited reference for an accommodation that addresses the use of praise. **(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

Chapter 11 Quiz: Wrapping It Up

Due: Wednesday, May 25 at 1:55 pm

IRIS module: Related Services: Common Supports for Students with Disabilities

Due: Wednesday, Jun 01 at 1:55 pm

"Related Services: Common Supports for Students with Disabilities."

<http://iris.peabody.vanderbilt.edu/module/rs/>

Complete the online IRIS module by working through each phase of the module (from the Challenge through the Wrap-up). Submit your responses for the Assessment and Wrap-up sections. (10 pts.)

Chapter 7 Video Case: Inclusion

Due: Wednesday, Jun 01 at 1:55 pm

Watch the video and respond to the questions. As you do so incorporate an experience you have had in while working in your Field Experience setting. Which strategies could be used in your setting?

Chapter 7 Quiz: Wrapping It Up

Due: Wednesday, Jun 01 at 1:55 pm

WETSKA Part III

Due: Wednesday, Jun 01 at 1:55 pm

Please respond to the following prompt citing specific information from the reading. Length 1 page:

You are a 5th grade teacher. One of the male students in your class is has an IQ of 110, yet his independent reading level is at third grade. He was diagnosed with a learning disability in reading when he was in second grade. He loves to learn, yet he struggles to demonstrate his knowledge on written assessments. He is becoming increasingly anxious in testing situations. You want to foster his desire to progress academically. Based on the information from the reading, describe two specific strategies you can implement to better assess this student's learning.

Practicum Reflection Log

Due: Monday, Jun 06 at 1:55 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).

NOTE: Cooperating teacher signature must be present in order to receive full points for this assignment. If no signature is present, only half credit will be given for the *entire* assignment.

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. (.5 points per entry)

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. (1 point per entry)

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. (1 point per entry)

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. (1 point per entry)

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.docx [Download](#)

Final Presentation

Due: Wednesday, Jun 08 at 1:55 pm

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

1. **Demographic** information for the student described. 1 point
2. Describe your **legal responsibilities** for educating students with disabilities. Be sure to cite specific laws as taught in CPSE 300. Also describe your **moral/ethical responsibilities** (no citation required). 2 points
3. 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
4. Analyze the student's learning strengths and limitations. 1 point
5. **PLAAFP (Present Level of Academic Achievement and Functional Performance)** for an academic or behavioral concern. 1 point
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. **3 evidence based classroom accommodations** that will facilitate learning. 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: 7 minutes

Final Case Study (Part 2)

Due: Wednesday, Jun 08 at 1:55 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, Jun 08 at 1:55 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 in ABCD format 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).

Schedule

Date	Column 1	Column 2
T Apr 26 Tuesday	First Day of Spring Term (04/26/2016 - 06/13/2016)	
W Apr 27 Wednesday	Introduction to Course Introduction to Cengage MindTap Disability Awareness & Person First Language	Sign-up for Monday, May 9 Presentations
M May 02 Monday	Special Ed Foundation: Teaching in Today's Classrooms	Chapter 1 Disability Awareness Assignment

	Placement Options, SPED Legislation, Educational Reform	Chapter 1 Quiz: Wrapping It Up
W May 04 Wednesday	Learning about Disabilities Cognitive Characteristics Misunderstood Minds	Practicum Contract Sheet WETSKA Part 1 p. 1-40
M May 09 Monday	Other Diverse Populations Gifted, Autism Learners with High and Low Incidence Disabilities Presentations	Disability Presentation Chapters 4 & 5 Chapter 4 Quiz: Wrapping It Up Chapter 5 Quiz: Video Case
W May 11 Wednesday	How Difficult Can This Be? In class discussion assignment	In-Class assignment FAT CITY Chapter 4 Video Case
M May 16 Monday	Universal Design RTI-IRIS Module IN CLASS activity Designing Learning Reading Instruction for Individuals with Disabilities	Chapter 2 Chapter 2 Quiz: Wrappin It Up Chapters 13 & 14 IRIS RTI part 3 Chapter 13 Quiz: Wrappin It Up

Math Instruction for Individuals with Disabilities		
W May 18 Wednesday	Prereferral to Special Education IEP Process	Chapter 3 Chapter 3 Quiz: Wrapping It Up PLAAFP & Objectives Chapter 3 Video: Before Referral
M May 23 Monday	Instructional Strategies Lesson Accommodations Guest: Darlene Christensen, Nebo School District	Chapter 10 Chapter 10 Quiz: Wrappin It Up WETSKA Part IV, pg. 99-136 Bring WETSKA text to class Visit to the Resource Room
W May 25 Wednesday	Behavior Management - Effective Accommodations Social/Behavioral Accommodations Social/Behavioral Strategies: FUBA BIP	Chapter 11 Chapter 11 Video Case: Brittan & Trisha Chapter 11 Quiz: Wrapping It Up Praise Notes
M May 30 Monday	Memorial Day	No Class

W Jun 01 Wednesday	<p>Collaboration</p> <p>Related Services IRIS Module</p> <p>Chapter 7 What do you see as the advantages and disadvantages of establishing partnerships between general educators and special education teachers? What role does collaboration play in the inclusion process?</p>	<p>IRIS module: Related Services: Common Supports for Students with Disabilities</p> <p>Chapter 7 Video Case: Inclusion</p> <p>Chapter 7 Quiz: Wrapping It Up</p> <p>WETSKA Part III</p>
M Jun 06 Monday	<p>Work collaboratively with partner on Final Case Study out of class</p>	<p>Practicum Reflection Log</p>
W Jun 08 Wednesday	<p>Present final case study collaboratively with partner.</p> <p>FINAL Case Study presentations</p>	<p>Final Case Study (Part 1)</p> <p>Final Case Study (Part 2)</p> <p>Final Presentation</p>

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 Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX 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 any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

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.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character.

"President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

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

Class Late Work Policy

All assignments as expected to be completed and posted before class on the date listed on the course schedule. Late assignments will be reduced by 10% of the total points earned.