

**CPSE 300- Exceptional Students: Principles of Collaboration  
Section 002: 359 MCKB Wednesday 3:00pm- 4:50pm  
Winter 2018**

## **Instructor/TA Info**

### **Instructor Information**

**Name:** Barbara Smith  
**Office Location:** 340-Q MCKB  
**Office Phone:** 801-422-8396  
**Email:** Barbara\_smith@byu.edu

### **TA Information**

**Name:** Haley Staten  
**Email:** haley.smith928@gmail.com

## **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**

[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

## 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 by the **beginning** of class on the due date designated by the instructor. (This applies in the case of absences, also.) In the real world, late work is not accepted. However, if there is an emergency, you may submit the assignment up to 5 days late for half credit. Please contact the TA and professor if you have extenuating circumstances. **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, stay the full duration and be on time.

## Assignments

### Assignment Description

#### Chapter 1 Quiz

Jan

17

Due: Wednesday, Jan 17 at 3:00 pm

## Chapter 3 (for practice only) Quiz

Jan

17

Due: Wednesday, Jan 17 at 3:00 pm

## Chapter 3 Study Guide

Jan

17

Due: Wednesday, Jan 17 at 3:00 pm

As you read chapter 3, take notes (can be numbered, bullet points, etc.) and submit them via LS.

## Disability Awareness Assignment

Jan

24

Due: Wednesday, Jan 24 at 3:00 pm

Complete ONE of the following (you choose):

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

### 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)**

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. Times New Roman, 12 pt font, 1 inch margins, double-spaced.

## **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. Times New Roman, 12 pt font, 1 inch margins, double-spaced.

## **Analysis of Children's Literature\***

\*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)**

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. Times New Roman, 12 pt font, 1 inch margins, double-spaced.

## Chapter 4 Quiz

Jan

24

Due: Wednesday, Jan 24 at 3:00 pm

## Practicum Contract Sheet

Jan

24

Due: Wednesday, Jan 24 at 3:00 pm

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

- Teacher Letter.docx [Download](#)
- Confidentiality Agreement.pdf [Download](#)
- Field Assignment #1 - Contract Sheet.pdf [Download](#)

## Chapter 5 Quiz

Jan

31

Due: Wednesday, Jan 31 at 3:00 pm

## RTI: (Part 1) AN OVERVIEW

Jan

31

Due: Wednesday, Jan 31 at 3:00 pm

Teacher candidates will complete the IRIS online modules and submit answers to the assessment and wrap-up questions at the end of the Assessment section of the module. To begin each module access <http://iris.peabody.vanderbilt.edu/>

1. Click on "Resources" then "IRIS Resource Locator"
2. In the topics column click on "RTI (Includes Early Intervening)"
3. Click on "Modules"
4. Then click on "RTI (Part 1) An Overview."

Work through each phase of the module (from the Challenge through the Wrap up). Submit your responses for the **Assessment Questions and Wrap-Up Sections**. Answers should be thorough and put in your own words. We are looking for individual application and personalization of the information. Points will be awarded accordingly. The module is worth 15 points.

## Chapter 2 Quiz

Feb

07

Due: Wednesday, Feb 07 at 3:00 pm

## Chapter 8 (for practice only) Quiz

Feb

07

Due: Wednesday, Feb 07 at 3:00 pm

## Chapter 8 Study Guide

Feb

07

Due: Wednesday, Feb 07 at 3:00 pm

As you read chapter 8, take notes (can be numbered, bullet points, etc.) and submit them via LS.

## Disability Presentations

Feb

07

Due: Wednesday, Feb 07 at 3:00 pm

Students will be assigned to make class presentations. Depending upon the number of students enrolled in the section, either each student will sign up to present information about a specific disability, or 2 students will work together to prepare a presentation.

### Presentation Requirements (5 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.
5. Involve the class in the presentation (e.g., questions, guided notes, choral responding, brief activity).

Disabling condition \_\_\_\_\_

Date \_\_\_\_\_

Name(s) \_\_\_\_\_

Disability:

- 0 1 2 Briefly provide information about the disabling condition.  
0 1 2 Provide general suggestions for teaching students with this condition.  
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:

## Visit to the Resource Room

Feb

14



Due: Wednesday, Feb 14 at 3:00 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 discuss with the teacher his/her roles and responsibilities for educating students with disabilities.

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)**
4. Format: Times New Roman, 12 pt font, 1 inch margins

The following are **optional** points you might 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 10 Quiz

Feb

14

Due: Wednesday, Feb 14 at 3:00 pm

## Learner Characteristics Accommodations Activity

Feb

14

Due: Wednesday, Feb 14 at 5:00 pm

In-class assignment. Turn in at the end of the period.

## Praise Notes

Feb

21

Due: Wednesday, Feb 21 at 3:00 pm

**Option 1:**

Praise Notes

1. **Create a praise note (2 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. Describe the specific behavior.
  - 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. **(5 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. **(3 points)**

OR...

**Option 2:**

Praise:Correction Ratio (4:1)

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

1. **Record praise and corrections** over six 10-minute periods (for a total of 1 hour) using the template provided in the attachment. **(6 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. **(4 points)** (See self-recording form in attachment for additional information)

Field Assignment #3 - PBS.docx [Download](#)

## Chapter 11 Quiz

Feb

21

Due: Wednesday, Feb 21 at 3:00 pm

## Chapter 7 Quiz

Feb

28

Due: Wednesday, Feb 28 at 3:00 pm

## Behavior Management - SOS: HELPING STUDENTS BECOME INDEPENDENT LEARNERS

Feb

28

Due: Wednesday, Feb 28 at 3:00 pm

Teacher candidates will complete the IRIS online module and submit answers to the assessment and wrap up questions near the end of the module. To begin the module access <http://iris.peabody.vanderbilt.edu/>,

1. Click on "Resources" then "IRIS Resource Locator"
2. In the topics column click on "Behavior and Classroom Management"
3. Click on "Modules"
4. Then click on "SOS: Helping Students Become Independent Learners."

Work through each phase of the module (from the Challenge through the Wrap up). Submit your responses for the **Assessment and Wrap-up Sections**. Answers should be thorough and put in **your own words**. We are looking for individual application and personalization of the information. Points will be awarded accordingly. The module is worth 15 points.

## Related Services: Common Supports for Students with Disabilities

Mar

07

Due: Wednesday, Mar 07 at 3:00 pm

Teacher candidates will complete the IRIS online modules and submit answers to the assessment and wrap-up questions listed in the Assessment section of the module. To begin each module access <http://iris.peabody.vanderbilt.edu/>,

1. Click on "Resources" then "IRIS Resource Locator"
2. In the topics column click on "Related Services"
3. Click on "Modules"
4. Then click on "Related Services: Common Supports for Students with Disabilities."

Work through each phase of the module (from the Challenge through the Wrap up). Submit your responses for the **Assessment and Wrap-up Sections**. Answers should be thorough and put in your own words. We are looking for individual application and personalization of the information. Points will be awarded accordingly. The module is worth 15 points.

## Chapter 6 Quiz

Mar

07

Due: Wednesday, Mar 07 at 3:00 pm

## Chapter 9 Quiz

Mar

14

Due: Wednesday, Mar 14 at 3:00 pm

## Church Accommodation Assignment

Mar

21

Due: Wednesday, Mar 21 at 3:00 pm

Please select one of the two case studies below, and write a one 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 kids 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

LDS Disability Resources: <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>  
Teaching, No Greater Call: <https://www.lds.org/manual/teaching-no-greater-call-a-resource-guide-for-gospel-teaching?lang=eng>

## Chapter 13 Quiz

Mar

21

Due: Wednesday, Mar 21 at 3:00 pm

## Chapter 14 (for practice only) Quiz

Mar

21

Due: Wednesday, Mar 21 at 3:00 pm

## Chapter 14 Study Guide

Mar

21

Due: Wednesday, Mar 21 at 3:00 pm

As you read chapter 14, take notes (can be numbered, bullet points, etc.) and submit them via LS.

## Practicum Written Report

Mar

28

Due: Wednesday, Mar 28 at 3:00 pm

1. Describe your moral/ethical and legal responsibilities for educating students with disabilities (consider the 6 components of IDEA). **(4 points)**
2. Analyze your response to working with students with learning problems during your field experience. **(4 points)**

3. Provide specific examples of how you felt or how you interacted with the student. **(4 points)**
4. Discuss how your feelings influenced your teaching. **(4 points)**
5. Describe your perceptions of disability, and analyze how the knowledge you have acquired and your experience working with your student have shaped your perception of disability. Be specific. **(4 points)**

Format: Double spaced, Times New Roman, 12 pt font, 1 inch margins. Page length will not be graded, but if you answer each question thoroughly it should be *at least* a page long, probably more. Please proofread before submitting.

## Practicum Log

Mar

28

Due: Wednesday, Mar 28 at 3:00 pm

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

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

**1. Background Information (5 pts.)**

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

**2. 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. Your total hours spent in your practicum setting need to be 10 hours, but each entry does not need to add up to 1 hour. You can have multiple entries per day. (.5 points per entry)

**3. 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)

**4. 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)

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

In column 4, 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. (1 point per entry)

**6. Completing 10 hours (10 pts.)**

These points are contingent on the number of hours you completed. *Use attached log and be sure to add up your hours to total 10 or more.*

Field Assignment #2 - Practicum Log.docx [Download.](#)

## Final Case Study Presentation

Apr

04

Due: Wednesday, Apr 04 at 3:00 pm

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

1. **Demographic** information for the student described.
2. Describe your **moral/ethical AND legal responsibilities** for educating students with disabilities. Be sure to cite specific laws as taught in CPSE 300.
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.
4. Analyze the student's learning strengths and limitations.
5. **PLAAFP (Present Level of Academic Achievement and Functional Performance)** for an academic or behavioral concern.
6. **Intervention plan** using Tier 2 strategies for the area of concern.
  - a. Write a goal for student performance.
  - b. Plan what you will do and what others can do to meet the goal.
  - c. Describe how you will measure and report progress.
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.

**Total Time: 7 minutes**

## Final Case Study Part 2

Apr

04

Due: Wednesday, Apr 04 at 3:00 pm

### Part 2 (20 points)

1. Describe how your practicum experience and working with students with disabilities affected your outlook and attitude toward this project and your future working with students with special needs (5 points).
2. Analyze **your response** to working with your partner. Provide **specific examples** of how things went, what you did, and how you interacted with each other (5 points). Be specific.
3. **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). Your final 5 points will be dependent on the rating your partner gave you (0-5 points).

## Final Case Study Part 1

Apr

04

Due: Wednesday, Apr 04 at 3:00 pm

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 (10 points).

The following should be included in your final project and each answer for questions 2-7 should be accompanied with appropriate citations. This should be written in paragraph style, though bullet points are appropriate for the demographic section, and for any other section where they could help with clarification. Include headings. **Be detailed and thorough.**

Format: Times New Roman, 12pt font, double-spaced, 1-inch margins.

### Part 1 (80 points)

1. **Demographic** information for the student described.
  - a. Student's age, gender, grade (2 points)
  - b. Family background (2 points)
  - c. Experience in school (2 points)
  - d. Learner challenges/at-risk characteristics (2 points)
  - e. Student's interests (2 points)
2. Describe your **moral/ethical AND legal responsibilities** for educating students with disabilities (6 points). Be sure to cite specific laws as taught in CPSE 300 (3 points).
3. Describe the student's **disabling condition**. Which of the 13 special education categories will this child be serviced under? (2 points) 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.
  - a. Assessment used to gain the following information (2 points)
  - b. Student strengths (3 points)
  - c. Student weaknesses (3 points)
  - d. Student's progress compared to the general curriculum/typical peers (2 points)
6. Develop an **intervention plan** using Tier 2 strategies for the area of concern.
  - a. Write a goal for student performance (2 points).
  - b. Plan what you will do (2 points) and what others can do (2 points) to meet the goal.
  - c. Describe how you will measure (2 points) and report progress (2 points).
7. **Choose a unit topic (e.g., life cycle of a butterfly) and describe how you will use Universal Design for Learning to teach the unit:** Specifically state how you will use multiple means of: Representation (2 points), Engagement (2 points), and Expression (2 points) for this unit.
8. **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 (1 point each) and your student's profile (1 point each). Cite the source for these accommodations (1 point each). (Total points: 15)

## Chapter 12 (for practice only) Quiz

Apr

04

Due: Wednesday, Apr 04 at 11:59 pm



## Chapter 15 (for practice only) Quiz

Apr

04

Due: Wednesday, Apr 04 at 11:59 pm

## Attendance and participation

Apr

11

Due: Wednesday, Apr 11 at 3:00 pm

## Schedule

Date	Column 1	Column 2
Week 1		
W Jan 10 Wednesday	Introductions Course overview Person First Language Discuss Disability Awareness Assignment & Field Experience	<b>Chapter 12 (for practice only) Quiz Opens</b> <b>Chapter 15 (for practice only) Quiz Opens</b> <b>Chapter 1 Quiz Opens</b> <b>Chapter 3 (for practice only) Quiz Opens</b>
Week 2		
W Jan 17 Wednesday	Special Ed Foundation: Teaching in Today's Classrooms IEPs and 504 Plans Video Prereferral to Special Education RTI Discuss RTI-IRIS Module	<b>Chapter 1 Quiz Closes</b> <b>Chapter 3 Study Guide</b> <b>Chapter 3 (for practice only) Quiz Closes</b> Read Chapters 1 & 3 Complete Ch. 1 Quiz and Ch. 3 Study Guide <b>Chapter 4 Quiz Opens</b>

Week 3		
W Jan 24 Wednesday	Learners with High Incidence Disabilities Videos	<b>Disability Awareness Assignment</b> <b>Practicum Contract Sheet</b> <b>Chapter 4 Quiz Closes</b>  Read Chapter 4 Complete Ch. 4 Quiz <b>Chapter 5 Quiz Opens</b>
Week 4		
W Jan 31 Wednesday	Learners with Low Incidence Disabilities Videos  Discuss "Visit to the Resource Room" Assignment and Disability Presentations	<b>RTI: (Part 1) AN OVERVIEW</b> <b>Chapter 5 Quiz Closes</b> <b>Chapter 8 (for practice only) Quiz Opens</b>  Read Chapter 5 Complete Ch. 5 Quiz <b>Chapter 2 Quiz Opens</b>
Week 5		
W Feb 07 Wednesday	Learners with High and Low Incidence Disabilities Presentations  Universal Design for Learning  Discuss Praise Notes Assignment	<b>Disability Presentations</b> <b>Chapter 2 Quiz Closes</b> <b>Chapter 8 Study Guide</b> <b>Chapter 8 (for practice only) Quiz Closes</b>  Read Chapters 2 & 8  Complete Ch. 2 Quiz and Ch. 8 Study Guide <b>Chapter 10 Quiz Opens</b>
Week 6		
W Feb 14 Wednesday	Instructional Strategies IEP Process  Lesson Accommodations Learner Characteristics Accommodations In-Class Activity	<b>Visit to the Resource Room</b> <b>Chapter 10 Quiz Closes</b>  Read Chapter 10 Complete Ch. 10 Quiz Read WETSKA Part I, pg. 1-40  Addressing Learning Problems  <b>Learner Characteristics Accommodations Activity</b>

		<b>Chapter 11 Quiz Opens</b>
Week 7		
T Feb 20 Tuesday	<b>Monday Instruction</b>	
W Feb 21 Wednesday	Educating Peter Social/Behavioral Accommodations Discuss Behavior Management and Collaboration	<b>Chapter 11 Quiz Closes</b> Read Chapter 11 Complete Ch. 11 Quiz <b>Praise Notes</b> <b>Chapter 7 Quiz Opens</b>
Week 8		
W Feb 28 Wednesday	Collaboration  By Study, By Faith	<b>Behavior Management - SOS: HELPING STUDENTS BECOME INDEPENDENT LEARNERS</b> <b>Chapter 7 Quiz Closes</b> Read Chapter 7 Complete Ch. 7 Quiz <b>Chapter 6 Quiz Opens</b>
Week 9		
W Mar 07 Wednesday	Diverse populations Autism Video Misunderstood Minds LD Checklist	<b>Chapter 6 Quiz Closes</b> Read Chapter 6 Complete Ch. 6 Quiz <b>Related Services: Common Supports for Students with Disabilities</b> Read WETSKA Part III: What Every Good Teacher Should Know <b>Chapter 9 Quiz Opens</b>
Week 10		
W Mar 14 Wednesday	Gospel Perspective on Disabilities Video Impact on the family/collaborative strategies Case Study	<b>Chapter 9 Quiz Closes</b> Read Chapter 9 Complete Ch. 9 Quiz Read WETSKA Part II, pg. 41-79 <b>Chapter 13 Quiz Opens</b>

		<b>Chapter 14 (for practice only) Quiz Opens</b>
Week 11		
W Mar 21 Wednesday	Math Instruction for Individuals with Disabilities G. Gibb 4:00 Reading Instruction for Individuals with Disabilities  Low Incidence Disabilities	<b>Church Accommodation Assignment</b> <b>Chapter 13 Quiz Closes</b> <b>Chapter 14 Study Guide</b> Read Chapters 13 & 14 Complete Ch. 13 Quiz and Ch. 14 Study Guide <b>Chapter 14 (for practice only) Quiz Closes</b>
Week 12		
W Mar 28 Wednesday	Guest Speaker Collaboration for Final Project	Sign-up for Presentations <b>Practicum Written Report</b> <b>Practicum Log</b>
Week 13		
W Apr 04 Wednesday	Class Presentations	<b>Final Case Study Presentation</b> <b>Final Case Study Part 1</b> <b>Final Case Study Part 2</b> <b>Chapter 12 (for practice only) Quiz Closes</b> <b>Chapter 15 (for practice only) Quiz Closes</b>
Week 14		
W Apr 11 Wednesday	Class Presentations	
Week 15		
W Apr 18 Wednesday		
Week 16		
W Apr 25 Wednesday	Final Exam: 359 MCKB 3:00pm - 6:00pm	

# 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

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](mailto: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.

## 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