

CPSE 402- Educating Students with Disabilities in Secondary Education

Section 003: 250 MSRB Mon/ Wed 12:00pm- 1:50pm Winter 2018

Instructor/TA Info

Instructor Information

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TA Information

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Course Information

Description

This course prepares future secondary classroom teachers to understand how students with exceptionalities learn and to use basic strategies for meeting their educational needs. Participants will identify the way individuals differ, the exceptionalities defined in the Individuals with Disabilities Education Act, strategies to instruct students with various learning needs, curricular adaptations and accommodations for students with disabilities, and ways to collaborate with parents and professionals.

Prerequisites

Admission to Secondary Education program or consent of instructor.

Grading Scale

Grades	Percent
A	96%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Learning Outcomes

Sensitivity

Demonstrate sensitivity to individuals with disabilities.

Effects of Diversity

Describe the effects of cultural, ethnic, and language diversity on the education of individuals with disabilities

IEP

Describe the steps in the Individual Education Program (IEP) process, including Individualized Transition Plans for students aged 14-22.

Research-supported Methods

Use research-supported methods for academic instruction of individuals with disabilities including explicit instruction, learning strategies, task analysis, and active participation.

Models and Strategies of Consultation

Describe models and strategies of consultation and collaboration including co-planning and co-teaching.

Definitions and Descriptions of Legal Structure

Define special education and describe the legal structure of services for individuals with disabilities, including the Individuals with Disabilities Education Act (IDEA).

Personal Philosophy

Develop a personal philosophy of special education which includes an understanding of the implications of Least Restrictive Environment as defined in IDEA.

Classroom Management Theories

Demonstrate knowledge of basic classroom management theories and an understanding of teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.

High and Low Incidence Disabilities

Describe the characteristics and educational implications of students with high and low incidence disabilities

General Curriculum

Demonstrate ability to identify and prioritize areas of the general curriculum and provide accommodations for individuals with exceptional learning needs

Grading Policy

Assignments are due at the beginning of class. Late assignments are worth 50% for up to a week. After a week late assignments will not be accepted.

Some assignments are completed during class. If you are absent you will not be able to make up the missed work. In the case of university excused absences speak to the professor.

Participation Policy

The class sessions are designed with you in mind. Please plan to attend each of them and to participate actively in the problem solving activities. You will complete several in-class assignments that will count toward your grade. You will work in cooperative teams throughout the semester. Your participation in these teams will be valued. It is important to share your experiences and insights.

Attendance Policy

Students are expected to attend each class. **Attendance will be taken at the beginning of each class. Points are given for being ontime to class and staying until class is over.** *At the discretion of the instructor a students final grade may be lowered if the student has excessive non-university excused absences or tardies.* This will be done on a case by case basis. It is the students responsibility for documenting any university excused absences. University excused absences will not count against a student. Emailing the instructor before class letting them know you will not be in class does not make the absence excused.

Assignments

Assignment Description

1/8

Jan

08

Due: Monday, Jan 08 at 11:59 pm

3: Attended class on time, prepared and stayed till the end.

2: Came 5 min late or left early

1: Came 5 min late and left early

0: Absent

Special Edu Law Quiz

Jan

10

Due: Wednesday, Jan 10 at 11:30 am

This is an assessment of your completion of the readings for Special Ed Law.

Brittany

Jan

10

Due: Wednesday, Jan 10 at 11:30 am

This is an assessment of your completion of the readings for your case study student Brittany.

Study Guide 1

Jan

10

Due: Wednesday, Jan 10 at 11:59 pm

This Study Guide is based on the Readings of Sped Law and Brittany's Case Study.

1/10

Jan

10

Due: Wednesday, Jan 10 at 11:59 pm

- 3: Attended class on time, prepared and stayed till the end.
- 2: Came 5 min late or left early
- 1: Came 5 min late and left early
- 0: Absent

1/17

Jan

15

Due: Monday, Jan 15 at 11:59 pm

1/22

Jan

17

Due: Wednesday, Jan 17 at 11:59 pm

IRIS Module

Jan

22

Due: Monday, Jan 22 at 11:00 am

IRIS Module 1- RTI- Assessment Questions

1/24

Jan

22

Due: Monday, Jan 22 at 11:59 pm

Shawn

Jan

24

Due: Wednesday, Jan 24 at 11:30 am

This is an assessment of your readings for your case study student Shawn.

IEP Quiz

Jan

24

Due: Wednesday, Jan 24 at 11:30 am

This is an assessment of your completion of the readings for Individualized Education Programs.

Study Guide 2

Jan

24

Due: Wednesday, Jan 24 at 11:30 am

This Study Guide focus on the Readings regarding IEPs and Shawn's Case Study.

1/29

Jan

24

Due: Wednesday, Jan 24 at 11:59 pm

Classroom Strategies

Jan

26

Due: Friday, Jan 26 at 11:59 pm

Complete three of the six content pages under the tab Classroom Strategies. After you have completed all three content pages, complete the quiz.

Co-Teaching Quiz

Jan

29

Due: Monday, Jan 29 at 11:30 am

This is an assessment of your completion of the readings for Co-Planning and Co-Teaching.

Study Guide 3

Jan

29

Due: Monday, Jan 29 at 11:30 am

This Study Guide focus on the Readings regarding Co-teaching and Isabel's Case Study.

Isabel

Jan

29

Due: Monday, Jan 29 at 11:30 am

This is an assessment of your completion of the readings for your case study student Isabel.

1/31

Jan

29

Due: Monday, Jan 29 at 11:59 pm

Willowbrook

Jan

31

Due: Wednesday, Jan 31 at 11:30 am

Extra Credit- Watch the following video regarding the 25 years after Willowbrook, then write a 1 page (Single spaced) paper reflecting on what you watched.

Click on "Here" to watch the video: Unforgotten: 25 years after Willowbrook [Here](#)

Co-Teaching Assignment

Jan

31

Due: Wednesday, Jan 31 at 1:50 pm

Download this document and follow the pattern. You may revise the order/ sequence of the document as needed. However, all components must be present for submission. [Download](#)

2/5

Jan

31

Due: Wednesday, Jan 31 at 11:59 pm

James

Feb

01

Due: Thursday, Feb 01 at 10:30 am

This is an assessment of your completion of the readings for your case study student James.

Communication Quiz

Feb

05

Due: Monday, Feb 05 at 11:30 am

This is an assessment of your completion of the readings for Communication Disorders.

2/7

Feb

05

Due: Monday, Feb 05 at 11:59 pm

2/12

Feb

07

Due: Wednesday, Feb 07 at 11:59 pm

Assessment Quiz

Feb

09

Due: Friday, Feb 09 at 11:59 pm

This is an assessment of your completion of the readings for Assessment.

Class Management Quiz

Feb

09

Due: Friday, Feb 09 at 11:59 pm

This is an assessment of your completion of the readings for Classroom Management.

2/14

Feb

12

Due: Monday, Feb 12 at 11:59 pm

2/21

Feb

14

Due: Wednesday, Feb 14 at 11:59 pm

2/26

Feb

19

Due: Monday, Feb 19 at 11:59 pm

Supplementary Instruction Quiz

Feb

20

Due: Tuesday, Feb 20 at 7:59 am

This is an assessment of your completion of the learning activities content page for Supplementary and Intensive Instruction.

PLC Assignment

Feb

21

Due: Wednesday, Feb 21 at 10:30 am

Universal Design Quiz

Feb

21

Due: Wednesday, Feb 21 at 11:30 am

This is an assessment of your completion of the readings for Universal Design.

Complete 12 observation hours

Feb

21

Due: Wednesday, Feb 21 at 11:59 pm

You will be required to complete 12 hours of observation in the school.

You must complete 8 hours in a secondary education classroom. The classroom must be taught by a general education teacher and must include students without disabilities. It must also include at least one student with a disability.

You have the option to complete 4 hours in a volunteer experience of your choice with a person with a disability. The person can be of any age. You can complete these hours in a special education classroom if you choose, but it is not required.

You must complete 9 hours to pass the course. If you complete 9-11 hours you will lose 2 points of your final course grade for each hour you do not complete.

Please submit a one page single spaced description of your experience and a log that includes, the dates, times, locations and cooperating teacher(s).

Disability Experiences

Feb

22

Due: Thursday, Feb 22 at 11:59 pm

Disability Experiences

Experiences in Working with Students with Disabilities.doc [Download](#)

CPSE 402 Final Exam

Feb

28

Due: Wednesday, Feb 28 at 11:59 pm

This is a closed book closed note final exam. Please plan to take the final exam in one sitting. I would strongly advise that you type your answers to the essay questions into a word document and cut and paste them into learning suite. This will resolve any pain that might occur with Learning Suite. Please delete your final exam questions in the word doc once you know your grade has been submitted. Good luck and email me with any questions you have.

Point Breakdown

Categories	Percent of Grade
Final	19.61%
Content Page Quizzes	25.49%
Professional Learning Community Assignment	35.29%
Disability Experiences	6.08%
Participation	7.65%
Extra Credit	0%
Assignments	5.88%
Study Guides	0%

Schedule

Date	Topic	Description & Reading	Assignments
Week 1			
M Jan 08 Monday	What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)	Introduction to Course What is a disability?	Special Edu Law Quiz Opens Brittany Opens
W Jan 10 Wednesday	What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)	Special Education Law Read and Complete Study Guide Download 1. Watch 7 min Youtube Video under Sped Law Tab (Link) 2. Read History of IDEA (Wiki Link) 3. Fill graphic organizer based on this reading (Link) 4. Read Case Study Brittney (Under Case Study Students)	Study Guide 1 Special Edu Law Quiz Closes Brittany Closes Sign up for the Co-teaching Assignment by following this link that will take you straight to a Google doc. (Link)
Week 2			
M Jan 15 Monday	Martin Luther King Jr Day		
W Jan 17 Wednesday	Classroom Strategies: TA/ Professor will divide up the class up in 5 groups of 5-6. How to I use data to assess the effectiveness of instruction and to make adjustments in planning and instruction? (UETS Standard #5) Professor and TA will talk about Practicum Hours: LINK	Response to Intervention (RTI). NO READINGS OR ASSIGNMENTS DUE!	IEP Quiz Opens Classroom Strategies Opens Shawn Opens Practicum Hours: LINK

Week 3			
<p>M Jan 22 Monday</p>	<p>Individual Education Programs (IEP's)</p> <p>Talk about Practicum deadlines and assignments</p> <p>IN CLASS</p> <p>Sign up for Co-teaching: LINK</p> <p>Download this and then fill out: LINK</p>	<p>Steps to Access and Complete the IRIS Module</p> <ol style="list-style-type: none"> 1. Open IRIS Module (Link) 2. Watch video under Challenge (Tab) 3. Go thru initial thoughts and perspectives 4. Go to Assessment and copy questions 1-4 on a Google Doc or download this Download 5. Submit on Learning Suite 	<p>IRIS Module</p> <p>Classroom Strategies- Come ready to share your part of the reading</p> <p>Note: it will not be for the whole class, the Professor/ TA will have you get in groups with those that covered other Classroom Strategies.</p>
<p>W Jan 24 Wednesday</p>	<p>Co-Teaching and Co-Planning</p> <p>Finish working on lesson plans for Co-teaching Assignment</p> <p>LINK</p>	<p>Read and complete Study Guide Download</p> <ol style="list-style-type: none"> 1. Read All about IEPs (Link) 2. Read about IEP team (Link) 3. Read: What happens at IEP meeting? (Link) 4. Read about accommodations for students (Link) 5. Read Case Study student 2 Shawn (Under Case Study Student) 	<p>Study Guide 2</p> <p>IEP Quiz Closes</p> <p>Shawn Closes</p> <p>Isabel Opens</p> <p>Co-Teaching Quiz Opens</p> <p>LINK TO OBSERVATION FORM: 402 Observation Form.docx Download</p>
<p>F Jan 26 Friday</p>			<p>Classroom Strategies Closes</p>

Week 4			
M Jan 29 Monday	How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)	<p>Read and complete the Study Guide Download</p> <ol style="list-style-type: none"> 1. Read 13 page about Collaboration (Link) 2. Read information about Collaboration on BYU cite (Link) 3. Read: Why Co-teaching (Link) 4. Watch 5 videos about models of co-teaching (Link) IF YOU HAVE TIME (I DON'T) 5. Read Case Study Isabel 	<p>Study Guide 3</p> <p>Co-Teaching Quiz Closes</p> <p>James Opens</p> <p>Isabel Closes</p>
T Jan 30 Tuesday			
W Jan 31 Wednesday	<p>How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)</p> <p>PROFESSIONAL LEARNING COMMUNITY ASSIGNMENT.docx Download</p> <p>Communication Disorders</p>	<p>Low Incidence Disabilities</p> <p>Co-Teaching Assignment:</p> <ol style="list-style-type: none"> 1. Pick partner + topic (Jan 22) 2. Pick 4 resources (2 each) 3. Complete Lesson plan 4. Go over rubric 5. Submit to Learning Suite (each student) 6. Teach lesson to group of 4-6 students <p>No reading due.</p>	<p>Willowbrook</p> <p>Co-Teaching Assignment</p> <p>Communication Quiz Opens</p>

Th Feb 01 Thursday			James Closes
Week 5			
M Feb 05 Monday	<p>Read Communication Disorder</p> <ol style="list-style-type: none"> 1. Speech and Language Impairment (Link) 2. Childhood Apraxia (Link) 3. Speech Sound Disorder (Link) 4. Lang based Learning Disability (Link) <p>How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)</p>	<p>Complete the Learning Goals Assignment from the Professional Learning Community Assignment in class today.</p> <p>Complete the Common Classroom Management Assignment from the Professional Learning Community Assignment in class today.</p>	<p>Communication Quiz Closes</p> <p>Assessment Quiz Opens</p> <p>OPTION 1: PRACTICUM ASSIGNMENT DUE</p>
W Feb 07 Wednesday	<p>How do I participate actively as a part of a learning community to share responsibility for decision-making and accountability for each student's learning? (UETS Standard #9)</p>	<p>Read Professional Learning Communities PDF (Link)</p> <p>Complete the Common Assessment Plan Assignment from the Professional Learning Community Assignment in class today.</p>	<p>Class Management Quiz Opens</p>
F Feb 09 Friday			<p>Assessment Quiz Closes</p> <p>Class Management Quiz Closes</p>
Week 6			

<p>M Feb 12 Monday</p>	<p>How do I adjust learning activities and assessments in order to make appropriate accommodations for students with disabilities who are not meeting learning goals (UETS Standard #5 and #7)</p> <p>How do I design and select preassessments, formative, and summative assessments in a variety of formats that match learning objectives and engage all learners in demonstrating knowledge and skills (UETS Standard #5)</p>	<p>Complete the Universal Design for Instruction Assignment from the Professional Learning Community Assignment in class today.</p>	<p>Universal Design Quiz Opens</p> <p>OPTION 2: PRACTICUM ASSIGNMENT</p>
<p>W Feb 14 Wednesday</p>	<p>How do I adjust learning activities and assessments in order to make appropriate accommodations for students with disabilities who are not meeting learning goals (UETS Standard #5 and #7)</p> <p>How do I choose appropriate strategies, accommodations, resources, materials, sequencing, technical tools and demonstration of learning that addresses students specific needs? (UETS Standard #6 and #7)</p>	<p>Complete the Teacher Instructional Decision-Making Assignment (group) and the Professional Learning Community Instructional Decision-Making Assignment (individual) in class today.</p>	

Week 7			
M Feb 19 Monday	Presidents Day		
T Feb 20 Tuesday	Monday Instruction How do I use classroom management strategies that allow me to maintain a positive learning environment for all students (UETS Standard #3) How do I create an environment that maximizes the potential of students with disabilities while maintaining appropriate expectations for all students? (UETS Standard #2, #3)		Supplementary Instruction Quiz OPTION 3: PRACTICUM ASSIGNMENT
W Feb 21 Wednesday	How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7) Professor and TA will review for Final.	No reading due.	Complete 12 observation hours Universal Design Quiz Closes PLC Assignment
Th Feb 22 Thursday			Disability Experiences
Week 8			
M Feb 26 Monday	How do I adjust learning activities and assessments in order to make appropriate accommodations for students with disabilities who are not meeting learning goals (UETS Standard #5 and #7)	PLC Meetings Readings: Supplementary and Intensive Instruction	CPSE 402 Final Exam Opens REVIEW DOCUMENT Download

T Feb 27 Tuesday			
W Feb 28 Wednesday		Final Exam: Taken on Learning Suite by _____.	CPSE 402 Final Exam Closes

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 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.

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.