

CPSE 403- Intro to Special Education

Section 001: 341 MCKB Mon/ Wed 11:00am- 12:15pm Winter 2018

Instructor/TA Info

Instructor Information

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Course Information

USOE Teacher Candidate Grade and Retention Rul

Candidates must have grades of C or better and a total BYU GPA of 3.0 in all courses required for a teaching major to be recommended for licensure in Utah. Students must meet these requirements to be admitted to and remain in a teaching major and to student teach. If students do not meet the requirements, they may change their major or retake courses until they meet the requirements.

Description

This course prepares future special education classroom teachers to understand in depth the characteristics of students with the 13 exceptionalities identified in the Individuals with Disabilities Education Act, as well as students who are gifted and those from culturally/linguistically diverse families. In addition, teacher candidates will learn how students with specific disabilities learn and how to use basic strategies for meeting their educational needs. Teacher candidates will identify: the ways in which 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. Teacher candidates will additionally acquire an understanding of the Individualized Education Plan (IEP) process, be able to describe the role of the IEP team, plan for an IEP meeting, and write a sample IEP.

Prerequisites

None

Materials

[GUIDE TO WRITING](#)

[QUALITY IEPS](#)

3E Required

by GIBB, G

[EXCEPTIONAL CHILDREN](#)

10E Required

by HEWARD, W

Learning Outcomes

Learning characteristics and special learning needs

1. Describe the ways in which people differ, learning characteristics and special learning needs.

Legal structure of services

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

Issues related to the identification of disabilities

3. Articulate issues related to the identification of students with disabilities, referral and placement and the need to provide differing levels of support.

Issues related to collaboration

4. Articulate issues related to collaboration in special education. Identify the skills for effective collaboration.

Policies and programs for young children

5. Describe policies and programs for young children; define elements of the Child Find system.

Steps in IEP

6. Describe the steps in the Individualized Education Program (IEP) process.

Characteristics, prevalence, and educational implications

7. Describe the characteristics, prevalence, and educational implications for students with specific learning disabilities, speech or language impairment, mental retardation, and emotional disturbance.

Characteristics, prevalence, and education implications

8. Describe the characteristics, prevalence, and educational implications for students with other health impairments, orthopedic impairment, visual impairments, autism, traumatic brain injury, deaf/blindness, and developmental delay.

Effects of cultural, ethnic, and language diversity

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

Strategies

10. Identify strategies for accommodating to meet individual student needs.

Assessment results

10. Demonstrate the ability to use assessment results to make instructional decisions.

12-hour field experience

11. Complete a 12-hour field experience involving volunteer service with four students with disabilities (2 at each site) and submit assignments regarding the experience.

Grading Scale

Grades	Percent
A	95%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%

D+	67%
D	63%
D-	60%
E	0%

Grading Policy

Assignments due at the beginning of class can only be made up due to a university excused absence. Assignments submitted online will be due prior to the start of class. Any assignments that are not submitted by the posted due date and time will be considered late. Please do not work on assignments during class.

All late assignments are worth 1/2 credit and will only be accepted for one week after the due date.

In class assignments can only be made up with prior approval from the professor or in the case of a university excused absence.

Participation Policy

At the discretion of the instructor, points will be given for in-class assignments throughout the semester.

Attendance Policy

Attendance to all class sessions is expected. There are 2 pts available for each class period. In order to get all 2 pts you must be on time, actively participate and stay for the entire class. If you are late to class (up to 5 min), or leave early you will lose 1 pt. A class roll will be passed around to take attendance. It is the students responsibility to make sure they sign the attendance roll.

Teaching Philosophy

This is an introductory course to the field of special education. The emphasis will be on the distribution of declarative and procedural knowledge. Students will be given lecture and discussion type activities related to the foundation and/or fundamentals of the special education process. As part of the class students will complete a 12-hour field experience where they will be able to apply the principles they have learned in class to a classroom. Students will be assessed relative to the level of skill that they demonstrate on the objectives for this particular course.

Assignments

Assignment Descriptions

Disability Awareness Assignment

Jan

10

Due: Wednesday, Jan 10 at 11:00 am

Disability Awareness Assignment (10 points)

Complete **ONE** of the following:

1. Family history assignment.
 2. Personal interaction analysis with an individual with disabilities.
- Minimum length is one page single spaced (SS). This length does not include the questions. You must submit a copy on LS and BRING A HARD COPY TO CLASS.

Family History Assignment

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.

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?

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

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?
6. 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.

Following is the rubric for this assignment:

Disability Awareness Assignment Rubric.docx [Download](#)

Quiz 1 (Ch. 1 & 2)

Jan

17

Due: Wednesday, Jan 17 at 10:59 am

Chapter 1: The Purpose and Promise of Special Education Chapter 2: Planning and Providing Special Education Services Quizzes are closed: note, book, internet, person, etc. and must be taken in one sitting.

Quiz 2 (Ch. 5)

Jan

22

Due: Monday, Jan 22 at 10:59 am

Chapter 5: Learning Disabilities Quizzes are closed: note, book, internet, person, etc. and must be taken in one sitting.

Signed Cooperating Teacher Contract 1

Jan

22

Due: Monday, Jan 22 at 11:59 pm

Get your contract signed by the teacher you will be working with for the first half of the semester. Agree upon a time that you will come in regularly to help in their classroom.

Quiz 3 (Ch. 4)

Jan

24

Due: Wednesday, Jan 24 at 10:59 am

Chapter 4: Intellectual Disabilities Quizzes are closed: note, book, internet, person, etc. and must be taken in one sitting.

Quiz 4 (Ch. 6 & 8)

Jan

31

Due: Wednesday, Jan 31 at 10:59 am

Chapter 6: Emotional or Behavioral Disorders Chapter 8: Communication Disorders Quizzes are closed: note, book, internet, person, etc. and must be taken in one sitting.

Topic Selection (for research paper)

Jan

31

Due: Wednesday, Jan 31 at 11:00 am

For this assignment you will select a topic for your research paper. The topic needs to be disability related (i.e. post-secondary opportunities for students with intellectual disabilities, evidence-based practices for students with autism, forced sterilization of individuals with disabilities). You will also provide the reference to at least 3 sources (you will need at least 2 journal articles/books, and no more than 1 website) that you will use in the writing of your paper. References must be cited according to APA. If you have any questions about if your topic is appropriate please talk to Dr. Kellems.

Following is the rubric for this assignment:

Topic selection (for research paper) Rubric.doc [Download](#)

Quiz 5 (Ch. 9 & 10)

Feb

12

Due: Monday, Feb 12 at 10:59 am

Chapter 9: Deafness and Hearing Loss Chapter 10: Blindness and Low Vision Quizzes are closed: note, book, internet, person, etc. and must be taken in one sitting.

Quiz 6 (Ch. 11)

Feb

14

Due: Wednesday, Feb 14 at 10:59 am

Chapter 11: Physical Disabilities, Health Impairments, and ADHD

Quiz 7 (Ch. 14)

Feb

20

Due: Tuesday, Feb 20 at 10:59 am

Chapter 14: Early Childhood Special Education Quizzes are closed: note, book, internet, person, etc. and must be taken in one sitting.

Signed Hour Log (first half)

Feb

20

Due: Tuesday, Feb 20 at 11:00 am

As you visit your practicum site, keep track of your observation hours using the attached hour log. When completed, have your cooperating teacher sign it and turn it in in-class.

CPSE 403 Log of Attendance Form (1).doc [Download](#)

Practicum Reflection Log 1

Feb

20

Due: Tuesday, Feb 20 at 11:00 am

Practicum Reflection Log

A. Identify **two** students with disabilities or at risk at your practicum site. (You will need 2 students at your Mild/Moderate site, and 2 more students for your Severe site.)

B. Respond to the following writing prompts in essay form for each student. Address **every** part of the prompt. Use complete sentences and proper grammar. Each student write up should be a **full page, single spaced**. You will have a total of 2 pages.

****Title your write up with "Reflection Log: (Mild/Moderate or Severe)****

Student 1: (You may use a fake name)

1. Briefly Describe the Class
 - a. Demographics, Location, Teacher/Student Ratio
2. Describe the student:
 - a. Student Behavior and How the Student Learns
 - b. Compare student description with the characteristics listed in the text - Use specific examples
 - c. How closely do they align?
3. Describe the Teacher's Involvement:
 - a. What does the teacher do to facilitate learning, assignment completion, and the achievement of other learning objectives for the student?
4. Describe the Curriculum:
 - a. What curriculum is taught in the classroom?
 - b. In what ways does the curriculum in the class seem appropriate for the student?

Student 2: (Use fake name)

****Follow the same procedures for Student 2****

Following are 4 examples of reflection logs:

Reflection Log Example 1.pdf [Download](#)

Reflection Log Example 2.pdf [Download](#)

Reflection Log Example 3.pdf [Download](#)

Reflection Log Example 4.pdf [Download](#)

Following is the rubric for this assignment:

Field Experience Reflection Log Rubric.docx [Download](#)

Completed Cooperating Teacher Evaluation- 1

Feb

20

Due: Tuesday, Feb 20 at 11:00 am

Turn in (in-class) the completed teacher evaluation filled out by your cooperating teacher.
Cooperating Teacher Evaluation.doc [Download](#)

Midterm

Feb

26

Due: Monday, Feb 26 at 11:59 pm

In-class Midterm

Participation pre-midterm

Feb

26

Due: Monday, Feb 26 at 11:59 pm

Quiz 8 (Ch. 7 & 12)

Feb

28

Due: Wednesday, Feb 28 at 10:59 am

Chapter 12: Low-Incidence Disabilities: Severe/Multiple Disabilities, Deaf-Blindness, and Traumatic Brain Injuries. Chapter 7: Autism Spectrum Disorders Quizzes are closed: note, book, internet, person, etc. and must be taken in one sitting.

Signed Cooperating Teacher Contract 2

Mar

05

Due: Monday, Mar 05 at 11:00 am

Get your contract signed by the teacher you will be working with for the second half of the semester. Agree upon a time that you will come in regularly to help in their classroom. Turn this assignment in in-class.

Quiz 9 (Ch. 13)

Mar

07

Due: Wednesday, Mar 07 at 10:59 am

Chapter 13: Gifted and Talented Quizzes are closed: note, book, internet, person, etc. and must be taken in one sitting.

Quiz 10 (Ch. 3 & 15)

Mar

19

Due: Monday, Mar 19 at 10:59 am

Chapter 3: Collaborating with Parents and Families in a Culturally and Linguistically Diverse Society Chapter 15: Transition to Adulthood Quizzes are closed: note, book, internet, person, etc. and must be taken in one sitting.

Disability Research Paper

Mar

28

Due: Wednesday, Mar 28 at 11:00 am

For this assignment you will write a paper on the topic you will have previously selected. Remember, the topic will have to be approved before you can start writing your paper. The paper will have to be at least 10 pages but you are welcome to go over 10 pages if you want. The paper should have a clear thesis statement that you will support with the use of at least 10 sources (you will need at least 7 journal articles/books, and no more than 3 websites). The paper will be written in APA which is double spaced. The 10 pages includes graphs, tables and references. The graphs and tables should be included in text. This means you place the graph where it is referenced in the text. The graph

should occur on a page with additional text and not in its own page. Please include a title page and abstract but these do not count against the 10 pages.

Following is a detailed rubric for this assignment:

Research Paper Rubric.docx [Download](#)

IEP Workbook

Apr

02

Due: Monday, Apr 02 at 11:00 am

Read and fill out your IEP workbook:

- Pages 1-14 are an introduction to IEPs
- Pages 15-46 is "Meet the Students." This section will help you learn and understand the parts of an IEP and has plenty of helpful examples for filling out the rest of the book.
- Pages 47-57 Learn about PLAAFP writing
 - WRITE YOUR OWN PAGES 55-56
- Pages 59-64 Learn about MAG writing
 - WRITE YOUR OWN PAGE 65
- Pages 66-71 Learn about writing benchmarks
 - PRACTICE PAGE 71
- Pages 72-73 Learn to write short-term objectives
 - PRACTICE PAGE 73
- Pages 75-79 Learn methods of progress monitoring
 - PRACTICE PAGES 77 & 78
- Pages 81-92 Learn about related services
 - PRACTICE PAGE 90
- Pages 93-96 Learn about determining the extent to which students will participate in general education
 - PRACTICE PAGE 95
- Pages 97-106 Learn about assessment accommodations
 - PRACTICE PAGES 100, 103 & 105
- Pages 107-109 Learn about transition plans
 - PRACTICE PAGE 110

Practicum Reflection Log 2

Apr

04

Due: Wednesday, Apr 04 at 11:00 am

Practicum Reflection Log

A. Identify **two** students with disabilities or at risk at your practicum site. (You will need 2 students at your Mild/Moderate site, and 2 more students for your Severe site.)

B. Respond to the following writing prompts in essay form for each student. Address **every** part of the prompt. Use complete sentences and proper grammar. Each student write up should be a **full page, single spaced**. You will have a total of 2 pages.

****Title your write up with "Reflection Log: (Mild/Moderate or Severe)****

Student 1: (You may use a fake name)

1. Briefly Describe the Class
 - a. Demographics, Location, Teacher/Student Ratio
2. Describe the student:
 - a. Student Behavior and How the Student Learns
 - b. Compare student description with the characteristics listed in the text - Use specific examples
 - c. How closely do they align?
3. Describe the Teacher's Involvement:
 - a. What does the teacher do to facilitate learning, assignment completion, and the achievement of other learning objectives for the student?
4. Describe the Curriculum:
 - a. What curriculum is taught in the classroom?
 - b. In what ways does the curriculum in the class seem appropriate for the student?

Student 2: (Use fake name)

****Follow the same procedures for Student 2****

Following are 4 examples of reflection logs:

Reflection Log Example 1.pdf [Download](#)

Reflection Log Example 2.pdf [Download](#)

Reflection Log Example 3.pdf [Download](#)

Reflection Log Example 4.pdf [Download](#)

Signed Hour Log (second half)

Apr

04

Due: Wednesday, Apr 04 at 11:00 am

As you visit your practicum site, keep track of your observation hours using the attached hour log. When completed, have your cooperating teacher sign it and turn it in in-class.

CPSE 403 Log of Attendance Form (2).docx [Download](#)

Completed Cooperating Teacher Evaluation 2

Apr

04

Due: Wednesday, Apr 04 at 11:00 am

Turn in (in-class) the completed teacher evaluation filled out by your cooperating teacher.

Cooperating Teacher Evaluation.doc [Download](#)

Final Project (Parts 1 and 2)

Apr

11

Due: Wednesday, Apr 11 at 11:00 am

Final Project Description.docx [Download](#)

Final Project Detailed Rubric.docx [Download](#)

3 pages single spaced for part 1 - Submit 1 per group

1 page single-spaced for part 2 - Each individual must submit a reflection.

Following are examples for this assignment:

Example 1: Final Part 1 Example 1.docx [Download](#)

Example 2: Final Part 1 Example 2.docx [Download](#)

Oral Presentation

Apr

16

Due: Monday, Apr 16 at 12:59 am

Your group will give an in-class presentation of your final Project Part 1

Following is a rubric for this assignment:

Final Project Oral Presentation Rubric.docx [Download](#)

Participation midterm to final

Apr

18

Due: Wednesday, Apr 18 at 11:59 pm

Final

Apr

23

Due: Monday, Apr 23 at 11:59 pm

Final on Learning Suite

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.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. **Inadvertent Plagiarism**-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: **Direct Plagiarism**-The verbatim copying of an original source without acknowledging the source. **Paraphrased Plagiarism**-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. **Plagiarism Mosaic**-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. **Insufficient Acknowledgement**-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

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

Schedule

Date	Topic	Readings for Today	Quizzes	Assignments
Week 1				
M Jan 08 Monday	Introduction and Syllabus			
W Jan 10 Wednesday	Disability Awareness Course Schedule		Quiz 1 (Ch. 1 & 2) Opens	Disability Awareness Assignment
Week 2				
M Jan 15 Monday	Martin Luther King Jr Day		Quiz 2 (Ch. 5) Opens	
W Jan 17 Wednesday	Overview of Special Ed Law Placements, 504 and IDEA Pre-Referral	Heward Ch. 1 and Ch. 2 What Every Teacher Should Know About (WETSKA) Part I It is under Content >Course Materials	Quiz 1 (Ch. 1 & 2) Closes SG #1 .docx Download Quiz 3 (Ch. 4) Opens	
Week 3				
M Jan 22 Monday	Learning Disabilities	Heward Ch. 5	Quiz 2 (Ch. 5) Closes SG #2 .docx Download	Signed Cooperating Teacher Contract 1

W Jan 24 Wednesday	Intellectual Disabilities Wonderwood College Bridge Guest Speakers	Heward Ch. 4	Quiz 3 (Ch. 4) Closes SG #3 .docx Download Quiz 4 (Ch. 6 & 8) Opens	
Week 4				
M Jan 29 Monday	Lecture by Emily Darowski on library resources and APA The lecture will be in HBLL 2232 during regular class time. Please bring a laptop to work on if you prefer Here is a map of the library to help you find the room: https://floormaps.lib.byu.edu/#2232 .	Bring your own computer to class. You will be asked to use it during the lecture.		
W Jan 31 Wednesday	Emotional or Behavioral Disorders	Heward Ch. 6	Quiz 4 (Ch. 6 & 8) Closes SG #4 .docx Download	Topic Selection (for research paper)
Week 5				
M Feb 05 Monday	Melissa Heath- Recognizing signs of abuse		Quiz 5 (Ch. 9 & 10) Opens	
W Feb 07 Wednesday	Communication Disorders Guest Presenter	Heward Ch. 8	Quiz 6 (Ch. 11) Opens	
Week 6				

M Feb 12 Monday	Deafness and Hearing Loss & Blindness and Low Vision Deaf Ed	Heward Ch. 9 & 10	Quiz 5 (Ch. 9 & 10) Closes SG #5 .docx Download	
W Feb 14 Wednesday	Physical Disabilities, Health Impairments, and ADHD	Heward Ch. 11	Quiz 6 (Ch. 11) Closes Quiz 7 (Ch. 14) Opens SG #6 .docx Download	
Week 7				
M Feb 19 Monday	Presidents Day			
T Feb 20 Tuesday	Monday Instruction Early Childhood Special Education	Heward Ch.14	Quiz 7 (Ch. 14) Closes SG # 7.docx Download	Completed Cooperating Teacher Evaluation-1 Signed Hour Log (first half) Practicum Reflection Log 1
W Feb 21 Wednesday	Review for Midterm		Quiz 8 (Ch. 7 & 12) Opens	
Week 8				
M Feb 26 Monday	Midterm-in class		Midterm	

W Feb 28 Wednesday	Low Incidence Disabilities: Severe/Multiple Disabilities, Deaf- Blindness, and Traumatic Brain Injury	Heward Ch. 12	Quiz 8 (Ch. 7 & 12) Closes SG # 8.docx Download Quiz 9 (Ch. 13) Opens	
Week 9				
M Mar 05 Monday	Autism Spectrum Disorders	Heward Ch. 7		Signed Cooperating Teacher Contract 2
W Mar 07 Wednesday	Gifted and Talented Alyssa from Ballard Center 11:55	Gibb & Dyches Text Heward Ch. 13	Quiz 9 (Ch. 13) Closes SG # 9.docx Download	
Week 10				
M Mar 12 Monday	IEP Process and the IEP Team Overview of Referral Process Writing IEPs, PLAAFPS, and goals Review IEP workbook		Quiz 10 (Ch. 3 & 15) Opens	
W Mar 14 Wednesday	Multicultural Issues, Poverty			
Week 11				
M Mar 19 Monday	Transition to adulthood	Heward Ch. 15	Quiz 10 (Ch. 3 & 15) Closes SG #10 .docx Download	
W Mar 21 Wednesday	Planning IEP Meetings			

Week 12				
M Mar 26 Monday	Assessment Accommodations for IEP's	Heward Ch. 3		
W Mar 28 Wednesday	Collaborating with Parents and Families in a culturally and Linguistically Diverse Society			Disability Research Paper
Week 13				
M Apr 02 Monday	Classroom Accommodations: Academic and Social/Behavioral			IEP Workbook
W Apr 04 Wednesday	Reporting Student Progress			Completed Cooperating Teacher Evaluation 2 Signed Hour Log (second half) Practicum Reflection Log 2
Week 14				
M Apr 09 Monday	Final Project Presentations			
W Apr 11 Wednesday				Final Project (Parts 1 and 2)
Week 15				
M Apr 16 Monday	Final Project Presentations			Oral Presentation
W Apr 18 Wednesday	Review for Final Final Project Presentations/ Review for Final Last day of class	Final will be taken on Learning Suite and must be completed		

		(not started) by the 23rd at midnight		
Th Apr 19 Thursday	Winter Exam Preparation (04/19/2018 - 04/19/2018)			
F Apr 20 Friday	First Day of Winter Final Exams (04/20/2018 - 04/25/2018)		Final Opens	
Sa Apr 21 Saturday				
Week 16				
M Apr 23 Monday			Final Closes	