

# **CPSE 300 - Ex Studnts:Prin of Collaboratn**

**Fall 2016**

**Section 001: W006 BNSN on M from 11:00 am - 12:50 pm**

## **Instructor/TA Info**

### **Instructor Information**

**Name:** Cade Charlton

**Office Location:** 237 C MCKB

**Office Phone:** 801-422-1238

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### **TA Information**

**Name:** Elizebeth Beavers

**Office Hours:** Only By Appointment

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## **Course Information**

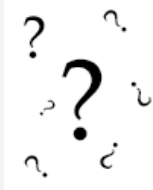
### **Description**

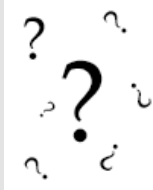
This course prepares future teachers in elementary schools to identify the individual differences of students with exceptionalities and to design, adapt, and deliver instruction to allow all students to meet high expectations. Students will be able to describe the special education referral process, recognize common student errors, and collaboratively implement instructional strategies to meet students' needs.

\*Please note that the syllabus, schedule, and resources are subject to change at any time. If you have questions or concerns please email the instructor and copy the TA asap.

### **Materials**

Item	Price (new)	Price (used)
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	WHAT EVERY TEACHER SHOULD KNOW ABOUT ADAPTATIONS... <i>Required</i> by CARTER, N	26.20	19.65
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	TEACHING TODAY'S INCLUSIVE CLASSRMS (3-HOLE) W/ MINDTAP PKG <i>Required</i> by GARGIULO, R	118.00	
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### Grading Scale

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

### Learning Outcomes

#### Learning Difficulties and Accommodations

Analyze student's learning difficulties and plan appropriate accommodations.

#### Special Needs Learning Characteristics

Describe learning characteristics of special needs students.

### **Assessment Plans and School Support**

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

### **Collaboration**

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

### **Interpersonal Relations**

Interpersonal Relations: Candidates work with students, parents, professionals, paraprofessionals, and others in the school and community with kindness and respect regardless of their diverse backgrounds.

### **Professional Practice**

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

### **Grading Policy**

Assignments are to be completed and submitted on Learning Suite before the posted deadline. Assignments may be submitted up to five days late, but a 10% penalty will be applied for each day late. **No assignments will be accepted after the last day of class.**

### **Participation Policy**

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

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

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

## **Attendance Policy**

Students are expected to attend every class period, stay the full duration and be on time.

## **Assignments**

### **Assignment Description**

#### **Questions about SPED**

Due: Monday, Aug 29 at 11:59 pm

#### **Quiz Chapter 3 - Did you get it?**

Due: Sunday, Sep 11 at 11:59 pm

Complete the online quiz for this chapter

**OR**

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

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

#### **Chapter 3 - Video Case**

Due: Sunday, Sep 11 at 11:59 pm

Before Referral to Testing for an Individualized Education Program: Classroom-based Interventions

#### **Quiz Chapter 1 - Did you get it?**

Due: Sunday, Sep 11 at 11:59 pm

Complete the online quiz for this chapter

**OR**

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out.

Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

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

### **Timeline**

Due: Monday, Sep 12 at 11:59 pm

### **Quiz Chapter 4 - Did you get it?**

Due: Sunday, Sep 18 at 11:59 pm

Complete the online quiz for this chapter

### **OR**

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out.

Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

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

### **Chapter 4 - Video Case**

Due: Sunday, Sep 18 at 11:59 pm

Achieving Success in Fifth Grade: Practices to Support All Students Including Students with Attention-Deficit Hyperactivity Disorder

### **Practicum Contract Sheet**

Due: Monday, Sep 19 at 1:00 pm

Give the attached letter to your Coopertaing Teacher and have the contractTeacher Letter.docx Download completed and signed.Contract Sheet.pdf Download

### **Disability Awareness Assignment**

Due: Monday, Sep 19 at 11:59 pm

**Complete ONE of the following (you choose):**

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

## **Disability Awareness Assignment**

### **Analysis of Personal History**

#### **Summary of your inquiry**

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

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

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

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

#### **Reflection**

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

1. Describe your emotional, intellectual and behavioral responses to the exercise. How did the interview make you feel? What did it make you think? What did you want to do after conducting this interview?

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

### **Analysis of Personal Interaction with an Individual with Disabilities**

#### **Summary of Interaction**

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

#### **Reflection/analysis of personal interaction**

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

1. Describe your emotional, intellectual and behavioral responses to the interaction. How did this interaction make you feel? What did it make you think? What did you want to do after this interaction?
2. What has been discussed in class that ties into what you experienced in this interaction and the comments you've made? What was your

personal reaction to the interaction or connections you made with what you've experienced or learned?

3. Do you think people would have a more positive attitude about people with exceptionalities if they interacted with this individual? If so, explain why? What negative attitudes or beliefs about people with disabilities do you think might be subtly or not so subtly reinforced?
  4. What did you learn about individuals with exceptionalities from this interaction? What is your perception of disabilities?
  5. Did you notice other peoples' reactions to this person? What were their perceptions of this person with a disability? **(2 points/bullet point)**
- 
1. Your writing should have only minor errors in writing mechanics, including spelling, punctuation, and grammar. Good sentence and paragraph construction should be present. People first language is always used.

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

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

2.

#### **Summary of Analysis**

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

#### **Analysis**

Your analysis should include the following:

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



5. Describe your emotional, intellectual, and behavioral responses to the book. How did this book make you feel? What did it make you think? Did the book motivate you to do anything?

**(2 points)**

1. Analyze whether the information presented about the disabling condition is accurate. Be specific in providing examples from the book and comparing the information in the book with information available about the disabling condition. **(2 points)**
2. Discuss how this book would influence children's perceptions of disability. **(2 points)**
3. Describe how you would use this book to teach about disabilities. Would you use this book in your class? If you would, explain why. If not, explain your reasons for not using the book.

**(2 points)**

#### **Dr. Erik Carter Presentations**

Due: Sunday, Sep 25 at 11:59 pm

Erik Carter, Ph.D., FAIDD, is a Professor in the Department Special Education at Vanderbilt University and a member of the Vanderbilt Kennedy Center. His research and teaching focus on promoting inclusion, belonging, and valued roles in school, work, community, and congregational settings for children and adults with intellectual disability, autism, and multiple disabilities.

To earn these extra credit points, please attend one of the two presentations listed below and submit a one-page writeup (standard formatting and conventions) answering the following questions

1 - What did Dr. Carter present and how does it connect with what you have learned in CPSE 300?

2 - What will you do different in the future as a result of Dr. Carter's presentation? Why? For example, you might think differently about problems in education, apply new instructional strategies, or prioritize your time in new ways.

College of Education, 115 MCKB 12:30 pm:

***Challenging Prevailing Practice: Rethinking Inclusive Education for Students with Autism and Intellectual Disability***

Over the past two decades, much attention has focused on how best to support students with severe disabilities to access rigorous, relevant learning opportunities within the general education classroom. An underlying presumption is that enrollment in inclusive classrooms expands the social opportunities of students, creates shared learning experiences alongside peers, and increases access to educators with content expertise. Yet there is growing concern regarding the prevailing approaches used to support students with severe disabilities to participate in these inclusive contexts. The heavy reliance on adult delivered support—particularly in the form of one-to-one paraprofessionals—can inadvertently hinder the very social and academic outcomes we hope for. This talk will address what my colleagues and I are learning about the promise and possibilities of peer-mediated interventions for enhancing the social lives and learning of students with autism and intellectual disability and as an alternative to the use of individually assigned paraprofessionals. It will also highlight the challenges of getting the best of what we know really works for students with disabilities to penetrate the everyday practices of schools and communities.

Community Talk, Conference Center Auditorium, 4:30 pm:

***Toward a Future of Flourishing for Youth with Severe Disabilities: On What Matters Most***

Equipping students with disabilities for a good life after high school is a central aim of both special education and national policy. Yet far too many adults with intellectual disability, autism, and other developmental disabilities are not flourishing. Although we have made great progress across 40 years of IDEA and 25 years of transition services, the gap between aspirations and outcomes

remains wide and widespread for students with severe disabilities. This presentation will focus on how schools, communities, and families might move in ways that expand opportunities and change trajectories for young people with disabilities. Drawing upon nearly two decades of research and practice, Dr. Carter will reflect on some lessons learned about supporting strong transitions.

### **Quiz Chapter 5 - Did you get it?**

Due: Sunday, Sep 25 at 11:59 pm

Complete the online quiz for this chapter

**OR**

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

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

### **Chapter 5 - Video Case**

Due: Sunday, Sep 25 at 11:59 pm

Amy: Accommodating a Gifted Student with Hearing and Visual Impairments in a Middle School Classroom

### **Disability Presentation**

Due: Monday, Sep 26 at 2:00 pm

Disability Presentations

**Students will develop a case study based on an assigned disability category. Each student will present their case study to the class. Depending upon the number of students enrolled in the section, students may be asked to work in groups.**

Presentation Requirements (5 minutes)

1. Briefly provide information about the disabling condition. The content from this section must be drawn from the textbooks or off the approved websites (see below).
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).

Special Education Websites.doc Download

### GRADING RUBRIC

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, etc.). |

0 – Not included in the presentation

1 – Included in the presentation

2 – Included in the presentation and well developed/demonstrated

### Chapter 6 - Video Case

Due: Sunday, Oct 02 at 11:59 pm

An Approach to Bilingual Education: Sheltered English Immersion in One Third-Grade Classroom

Quiz Chapter 6 - Did you get it?

Due: Sunday, Oct 02 at 11:59 pm

Complete the online quiz for this chapter

**OR**

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

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

**RTI: (Part 1) AN OVERVIEW**

Due: Monday, Oct 03 at 11:59 pm

Students will complete the IRIS modules in class and submit answers to the assessment and wrap up questions for homework at the end of class.

To begin each module access <http://iris.peabody.vanderbilt.edu/>, click on resources, in the topics column click on RTI. Then click on **RTI (PART 1) AN OVERVIEW**. This is the 4th link under *Modules*.

Submit the Assessment and Wrap-up Questions via Learning Suite. The module is worth 15 points.

**Quiz Chapter 2 - Did you get it?**

Due: Sunday, Oct 09 at 11:59 pm

Complete the online quiz for this chapter

**OR**

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

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

**Quiz Chapter 9 - Did you get it?**

Due: Sunday, Oct 16 at 11:59 pm

Complete the online quiz for this chapter

**OR**

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

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

**Visit to the Resource Room**

Due: Monday, Oct 17 at 10:00 pm

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.

**The following are suggested points you might consider 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.

**Quiz Chapter 7 - Did you get it?**

Due: Sunday, Oct 23 at 11:59 pm

Complete the online quiz for this chapter

**OR**

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

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

**Quiz Chapter 10 - Did you get it?**

Due: Sunday, Oct 23 at 11:59 pm

Complete the online quiz for this chapter

**OR**

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

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

**Quiz Chapter 13 - Did you get it?**

Due: Sunday, Oct 30 at 11:59 pm

Complete the online quiz for this chapter

**OR**

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

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

**Social Stories**

Due: Monday, Oct 31 at 11:59 pm

As a small group you will write a Social Story based to the information discussed in class. You will do this using the Educreation app on the iPad provided.

Rubric Total = 5 points

Social skill will increase positive social interaction and aligns with problem behavior = 1 point

Story written using the following types of sentences = 4 points (1 pt each).

1. Descriptive (setting, what the people are doing & why)
2. Perspective (how others feel & react)

3. Directive (I will ... & I will try .... statements)
4. Control (strategies the individual will use to remember the story information).

**Quiz Chapter 14 - Did you get it?**

Due: Sunday, Nov 06 at 11:59 pm

Complete the online quiz for this chapter

**OR**

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

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

**Lesson Plan Accommodations for Specific Disabilities**

Due: Monday, Nov 07 at 3:30 pm

**Quiz Chapter 11 - Did you get it?**

Due: Sunday, Nov 13 at 11:59 pm

Complete the online quiz for this chapter

**OR**

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

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

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

Due: Monday, Nov 14 at 11:59 pm

Teacher candidates will complete the IRIS on-line 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/>, click on resources, in the



topics column click on Behavior and Classroom Management. Then click on SOS: HELPING STUDENTS BECOME INDEPENDENT LEARNERS. This is the 3rd link under *Modules*.

Work through each phase of the module (from the Challenge through the Wrap up). Submit your responses for the Assessment and Wrap-up Sections. Each module is worth 15 points.

### **Church Accommodations**

Due: Monday, Nov 21 at 2:00 pm

Please select one of the two following case studies accompanied with the resources below, and write a one page response on how you could best support the needs of the leaders and parents. Be sure to cite how you used the resources provided to 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. 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>

**Related Services: Common Supports for Students with Disabilities**

Due: Monday, Nov 28 at 5:00 pm

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

Teacher candidates will complete the IRIS on-line 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/>, click on resources, in the topics column click on Related Services. Then click on the specific module, "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. Each module is worth 15 points.

### **Praise Notes**

Due: Monday, Nov 28 at 10:00 pm

#### **Option 1:**

Create a praise note and present 10 praise notes to various students. The praise note should include spaces for (a) The name of the student. (b) Describe the specific behavior.

Use the praise note log provided at the end of the syllabus and provide a copy of the template you used for your praise notes. See attachment for additional information

OR...

#### **Option 2**

Teacher candidates will engage in a high rate of verbal praise through the course of the field experience. Praise and corrections will be recorded over three 10 minute periods by the teacher candidate. In addition, write a paragraph on this experience, specifically reflecting on the changes in your behavior and the students' behaviors as a result. Share how you will apply what was learned from this assignment in your future classroom. (See self-recording form in attachment for additional information)

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

### **Final Presentation**

Due: Monday, Dec 05 at 2:00 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.
8. **Your response** to working with students with learning problems. Provide specific examples of how you felt, or how you interacted with the student. Discuss how your feelings influenced your teaching. Describe how the knowledge you have acquired and your experience working with your student have shaped your perception of disability. Be specific.

**Total Time: 7 minutes**

CPSE 300 Final Presentation Rubric.docx [Download](#)

**Final Presentation Day**

Due: Monday, Dec 05 at 11:59 pm

2 points for taking effective notes during the Final Presentation Day.

## Final Case Study Part 1

Due: Monday, Dec 05 at 11:59 pm

### Final Project (100 points total)

This is a 2-part assignment. Part 1 (80 points) is described below. Part 2 (20 points) has its own place to turn it in.

(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 learners, this is a collaboration project. You will work with a peer to complete this project (80 points).

The following should be included in your final project and each answer for questions 2-7 should be accompanied with an appropriate citation:

#### Part 1 (80 points)

1. **Demographic** information for the student described.
  - a. Student's age, gender, grade (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 (10 points).

PLAAFP Statements.doc Download

1. 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).
2. **Choose a unit topic (eg: 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.
3. **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).

### Final Case Study Part 2

Due: Monday, Dec 05 at 11:59 pm

This is a 2-part assignment. Part 1 (80 points) has its own place to turn it in. Part 2 (20 points) is described below.

(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 (20 points).

Part 2 (20 points)

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

Second, **Analyze your collaboration experience**. What did each of you contribute to the process (2 points)? Rate your contributions and your partner's contributions (1 to 5 scale – 5 outstanding, 1 completely inadequate) (1 point). Discuss your successes and/or challenges collaborating (2 points).

### **Practicum Written Report**

Due: Thursday, Dec 08 at 10:00 pm

Describe your moral/ethical and legal responsibilities for educating students with disabilities (consider the 6 components of IDEA). Analyze your response to working with students with learning problems during your field experience. Provide specific examples of how you felt or how you interacted with the student. Discuss how your feelings influenced your teaching. Describe how the knowledge you have acquired and your experience working with your student have shaped your perception of disability. Be specific. Describe your perceptions of disability and analyze how the experience and knowledge you have gained have shaped your perception of disability.

### **Practicum Reflection Log**

Due: Thursday, Dec 08 at 11:59 pm

This assignment consists of four parts: (1) Log the time you spent working with the student, the date, location and activity; (2) Describe the learning activity and any learning activity you might observe for the student with whom you are working; (3) List how or what you did to assist the child with the assigned learning activity; (4) List and reference an accommodation that addresses the concern. (See attached sample/template) Field Assignment 2 - Practicum Reflection Log.docx [Download](#)

### **Schedule**

Date	Learning Objectives Etc.	Readings	Homework & Assignments
M Aug 29 Monday	<p><b>First Day of Fall Semester (08/29/2016 - 12/08/2016)</b></p> <p>Course Schedule Introduction to Mindtap  Disability Awareness</p> <p><b>Interpersonal Relations</b> - Candidates work with students, parents, professionals, paraprofessionals, and others in the school and community with kindness and respect regardless of their diverse backgrounds.</p>		<p>Person 1st Language pfl09.pdf Download</p> <p>Please select a partner for the disability your names on the linked Google Sheet <a href="https://docs.google.com/spreadsheets/d/boAR8lsx7PsNz87B4JCu42yd6x927w9">https://docs.google.com/spreadsheets/d/boAR8lsx7PsNz87B4JCu42yd6x927w9</a></p> <p><b>Questions about SPED</b></p>
M Sep 05 Monday	<p><b>Labor Day</b></p>		
Su Sep 11 Sunday			<p><b>Quiz Chapter 1 - Did you get it?</b> <b>Quiz Chapter 3 - Did you get it?</b> <b>Chapter 3 - Video Case</b></p>
M Sep 12 Monday	<p>Special Ed Foundation: Teaching in Today's Classrooms</p>	<p>Chapter 1 (pgs 1-10, Public Law 94-142, pg</p>	<p><b>Timeline</b></p>



IEPs and 504 Plans 15-16, IDEIA  
21-27)

Response to  
Intervention (MTSS) Chapter 3 (Full  
Chapter)

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

Su Sep  
18  
Sunday

**Quiz Chapter 4 - Did you get it?**  
**Chapter 4 - Video Case**

M Sep  
19  
Monday

Learners with  
High Incidence  
Disabilities  
Communication  
Disorders  
Specific Learning  
Disabilities

Chapter 4 (Full  
Chapter)  
  
What Every  
Good Teacher  
Should Know  
(WETSKA) Part  
I (pgs. 1-25)

**Disability Awareness Assignment**  
**Practicum Contract Sheet**

**Special Needs**  
**Learning**  
**Characteristics –**  
Candidates describe  
learning characteristics  
of special needs

students.

RTI-IRIS Module

Su Sep  
25  
Sunday

**Dr. Erik Carter  
Presentations**

**Quiz Chapter 5 - Did you get it?  
Chapter 5 - Video Case**

M Sep  
26  
Monday

Learners with Low  
Incidence Disabilities  
Developmental Delays  
Intellectual Impairment

Chapter 5 (Full  
Chapter)

**Disability Presentation**

**Special Needs  
Learning  
Characteristics –**  
Candidates describe  
learning characteristics  
of special needs  
students.

Learners with  
High Incidence  
Disabilities  
Presentations

Su Oct  
02  
Sunday

**Quiz Chapter 6 - Did you get it?  
Chapter 6 - Video Case**

M Oct  
03  
Monday

Gifted and Talented  
Culturally and  
Linguistically Diverse  
Populations

Chapter 6 (Full  
Chapter)

**RTI: (Part 1) AN OVERVIEW**

Students who are at-risk

**Special Needs**

**Learning**

**Characteristics –**

Candidates describe learning characteristics of special needs students.

Learners with Low Incidence Disabilities Presentations

Su Oct  
09  
Sunday

**Quiz Chapter 2 - Did you get it?**

M Oct 10  
Monday

Universal Design

Chapter 2 (pp. 32-34, 43-53)

Complete IRIS Module Assessment and Submit through Learning Suite.

Accommodation Plan

Chapter 8 (pp. 186-193, 199-200, 214-218).

**Instructional**

**Strategies - Uses**

appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs individual and groups of learners.

Su Oct 16 Sunday	Quiz Chapter 9 - Did you get it?		
M Oct 17 Monday	<p>Assessment</p> <p><b>Assessment Plans and School Support -</b> Candidates develop assessment plans to evaluate students' progress and collaborate with school experts to support student learning.</p>	<p>Chapter 9 (pp. 223, 233-247)</p> <p>WETSKA Part III (pgs 81-98)</p>	<p>Visit to the Resource Room</p>
Su Oct 23 Sunday	<p>Quiz Chapter 7 - Did you get it?</p> <p>Quiz Chapter 10 - Did you get it?</p>		
M Oct 24 Monday	<p>Collaboration</p> <p>Instructional Strategies</p> <p>IEP Process</p> <p><b>Collaboration -</b> Candidates work effectively with parents, professionals, paraprofessionals, and others in the school and community to help</p>	<p>Chapter 7 (pp. 163-172, 176-181)</p> <p>Chapter 10 (pp. Stages of Learning 251-254, 263-271)</p> <p>WETSKA Part II (pgs 42-52)</p>	

students with disabilities achieve their IEP goals.

Su Oct  
30  
Sunday

Quiz Chapter 13 - Did you get it?

M Oct 31  
Monday

Effective Language Arts Instruction Lesson Accommodations

**Instructional Strategies - Uses** appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs individual and groups of learners.

Chapter 13 (pp. 341-365)

WETSKA Part IV (pgs. 99-117)

**Social Stories**

Social Stories

Su Nov  
06  
Sunday

Quiz Chapter 14 - Did you get it?

M Nov  
07  
Monday

**Withdraw Deadline (Full Semester)**

Effective Mathematics Instruction

Chapter 14 (pp. 380-409)

WETSKA Part IV (pgs. 117-125)

**Lesson Plan Accommodations for Special**

Specific Learning  
Accommodations

**Instructional  
Strategies - Uses**  
appropriate strategies  
and resources to adapt  
instruction and vary his  
or her role to meet the  
needs individual and  
groups of learners.

Su Nov  
13  
Sunday

Quiz Chapter 11 - Did you get it?

M Nov  
14  
Monday

Effective Social  
Behavior Support

Chapter 11  
(Full Chapter)

**Behavior Management - SOS: HELPING  
INDEPENDENT LEARNERS**

Behavior Management  
- SOS: HELPING  
STUDENTS BECOME  
INDEPENDENT  
LEARNERS-IRIS  
Module

WETSKA Part  
I, pg. 25-40

**Instructional  
Strategies - Uses**  
appropriate strategies  
and resources to adapt  
instruction and vary his  
or her role to meet the

	needs individual and groups of learners.	
M Nov 21 Monday	Gospel Perspective on Disabilities  Assistive Technology  <b>Interpersonal Relations</b> - Candidates work with students, parents, professionals, paraprofessionals, and others in the school and community with kindness and respect regardless of their diverse backgrounds.	Chapter 12 (pp. 319-330) <b>Church Accommodations</b>
M Nov 28 Monday	No Class Complete IRIS Module and work on Final project.	<b>Praise Notes</b> <b>Related Services: Common Supports fo</b>
M Dec 05 Monday	Presentations	<b>Final Presentation</b> <b>Final Case Study Part 1</b> <b>Final Case Study Part 2</b> <b>Final Presentation Day</b>
Th Dec 08 Thursday	<b>Last Day of Fall Semester (08/29/2016 - 12/08/2016)</b>	<b>Practicum Written Report</b> <b>Practicum Reflection Log</b>
T Dec 13 Tuesday	Final Exam: W006 BNSN	

## **University Policies**

### **Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### **Sexual Misconduct**

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

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional



information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

### **Student Disability**

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

### **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