

Instructor/TA Info

Instructor Information

Name: Cade Charlton

Office Location: 237 C MCKB

Office Phone: 801-422-1238

Email: cade_charlton@byu.edu

TA Information

Name: Camille Gunnell

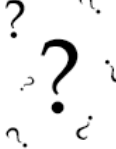
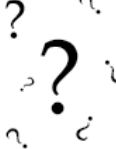
Email: camille_gunnell@hotmail.com

Course Information

Description

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

Materials

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

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.

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Course Content

The Interstate New Teacher Assessment and Support Consortium (INTASC) Standards: The INTASC standards center on five major propositions: (1) Teachers are committed to students and their learning. (2) Teachers know the subjects they teach and how to teach those subjects to diverse learners. (3) Teachers are responsible for managing and monitoring student learning. (4) Teachers think systematically about their practice and learn from experience. (5) Teachers are members of learning communities.

Course Content

Content Covered	INTASC and CEC Standards	Assessment
1. The ways in which people differ, learning characteristics and special learning needs.	3: Diverse Learners CC1K5 CC1K10 CC5K9 CC6K2 CC6K3 CC9K1	Â· Disability Awareness Â· Final Â· LD Checklist and Log
2. Special education and the legal structure of services for individuals with disabilities, including the Individuals with Disabilities Education Act.	7: Planning Instruction CC1K8 CC8K2 GC1K7	Â· Continuum of Placements Â· Final
3. Planning and implementing effective instruction.	7: Planning Instruction	Â· Lesson Plan Accommodations
4. Collaboration in special education. Skills for effective collaboration.	10: Collaboration, Ethics, and Relationships	Â· CRIME model Â· Continuum of Placements Â· Final
5. The steps in the Individualized Education Program (IEP) process.	7: Planning Instruction CC3K3	Â· Final Â· RTI Module

8. The characteristics, prevalence, and educational strategies for students with specific learning disabilities, speech or language impairment, mental retardation, and emotional disturbance.	3: Diverse Learners CC1K5 CC1K9 CC2K3 CC10K4	<ul style="list-style-type: none"> Â· LD Checklist and Log Â· Disability Awareness Â· Final Project
9. The characteristics, prevalence, and educational strategies for students with other health impairments, visual impairments, autism, traumatic brain injury, deaf/blindness, and developmental delay.	3: Diverse Learners CC1K5 CC1K9 CC2K3 CC10K4	<ul style="list-style-type: none"> Â· LD Checklist and Log Â· Disability Awareness
12. Strategies for, accommodating to meet individual student needs.	7: Planning Instruction CC1K9 CC10K4	<ul style="list-style-type: none"> Â· Lesson Plan Accommodation Â· Tier 2 Intervention Plan
13. Using assessment results to make instructional decisions.	7: Planning Instruction	<ul style="list-style-type: none"> Â· RTI module Â· Final
14. Ways to accommodate for individual learning needs in reading and written language.	7: Planning Instruction CC1K9 CC10K4	<ul style="list-style-type: none"> Â· Tier 2 Intervention Plan Â· Lesson Plan Accommodations Â· LD Checklist and Log Â· Final Project
15. Ways to accommodate for individual learning needs in math.	7: Planning Instruction CC1K9 CC10K4	<ul style="list-style-type: none"> Â· Tier 2 Intervention Plan Â· Lesson Plan Accommodations Â· Learning Disabilities Checklist and Log Â· Final Project
16. Explain ways to understand and manage student behaviors, including proactive strategies for success, building positive relationships, and challenging behaviors.	5: Learning Environments CC3K4	<ul style="list-style-type: none"> Â· Behavior Assignment Â· Lesson Plan Accommodations Â· Tier 2 Intervention Plan

Learning Difficulties and Accommodations

Analyze student's learning difficulties and plan appropriate accommodations.

Grading Policy

Assignments are to be submitted at the **beginning** of class on the due date designated by the instructor.

Late assignments will be accepted for up to a week after the deadline. A 25% penalty will be assessed for all late assignments. **No assignments will be accepted after the last day of class.**

Participation Policy

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

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

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

Attendance Policy

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

Assignments

Assignment Description

Chapter 3 Quiz: Wrapping It Up

May
04

Due: Thursday, May 04 at 1:00 pm

Complete the online MindTap 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 MindTap Video Questions

May
04

Due: Thursday, May 04 at 1:00 pm

Answer the questions included in the video case.

-5 points possible:

1 pt conventions (i.e. spelling, grammar, punctuation)

2 points per question- clearly and specifically answered each question

Chapter 1 Quiz: Wrapping It Up

May
04

Due: Thursday, May 04 at 1:00 pm

Complete the online MindTap quiz for this chapter

OR

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

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

WETSKA Part 1 p. 1-40

May
09

Due: Tuesday, May 09 at 12:00 pm

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

RTI:(Part 1) An Overview

May
09

Due: Tuesday, May 09 at 12:00 pm

Complete the online module and submit your answers to the assessment questions at the end.

Practicum Contract Sheet

May
09

Due: Tuesday, May 09 at 12:00 pm

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

Teacher Letter.docx [Download \(plugins/Upload/fileDownload.php?fileId=50c727c3-KdVk-1wgd-6gMG-](#)

[MOd986acbb59&pubhash=7PXpe-Ksi8_8VJrIj0SFPmpm7RNN4KsgBJpOekHMPu7a5Zy0Da-47aMO8B6l-](#)

[PJdlwa0Af9OnJnSS97-YE_Uw==\) .Contract Sheet.pdf](#) [Download \(plugins/Upload/fileDownload.php?fileId=47ea4230-wauT-VojZ-gg9x-](#)

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Confidentiality form ConfAgreement (2).pdf [Download \(plugins/Upload/fileDownload.php?fileId=9ec0cced-sR0V-LAtv-](#)

[hD0G-DWe794188411&pubhash=i68t5HfMQTth89bz3pIUtp65evte9oZrJ8kfCIw8YGoaNUX7jt53GHinfHFqSfbl7e-y6Qvm4_YKiMNIWbVVA==\)](#)

Chapter 5 Quiz: Wrapping it Up

May
11

Due: Thursday, May 11 at 12:00 pm

Complete the online MindTap 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 MindTap Video Questions

May
16

Due: Tuesday, May 16 at 12:00 pm

Answer the questions included in the Ch 4 Video Case (Achieving Success in Fifth Grade: Practices to Support All Students Including Students with Attention-Deficit Hyperactivity Disorder)

-5 points possible:

1 pt conventions- spelling, grammar, punctuation
2 points per question- clearly and specifically answered each question

Disability Presentation

May
16

Due: Tuesday, May 16 at 12:00 pm

Disability Presentation

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

Presentation Requirements (7 minutes)

1. Briefly provide information about the disabling condition.
2. Provide general suggestions for teaching students with this condition.
3. Demonstrate a specific accommodation (e.g., multisensory learning, graphic organizer, mnemonic device, etc.)
4. Create a handout for the class.
5. Involve the class in the presentation (e.g., questions, guided notes, choral responding, brief activity).

Disabling condition _____ Date _____

Provide a copy of your PowerPoint outline to the instructor.

Presentations – Scoring Rubric (If the presentations are graded)

Name(s) _____

Disability:

- | | | | |
|---|---|---|--|
| 0 | 1 | 2 | Briefly provide information about the disabling condition. |
| 0 | 1 | 2 | Provide general suggestions for teaching students with this condition. |
| 0 | 1 | 2 | Demonstrate a specific accommodation (e.g., multisensory learning, graphic organizer, mnemonic device, etc.) |
| 0 | 1 | 2 | Create a handout for the class. |
| 0 | 1 | 2 | Involve the class in the presentation (e.g., questions, guided notes, choral responding, brief activity). |

0 – Not included in the presentation

1. Included in the presentation
2. Included in the presentation – well developed or demonstrated

Comments:

Chapter 4 Quiz: Wrapping it Up

May
16

Due: Tuesday, May 16 at 12:00 pm

Complete the online MindTap 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.

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Chapter 6 Quiz: Wrapping it Up

May
18

Due: Thursday, May 18 at 12:00 pm

Complete the online MindTap 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.

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Disability Awareness Assignment

May
18

Due: Thursday, May 18 at 12:00 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)**

- v. 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)**

v. 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.

v. 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:

- vi. The title and author of the book.
- vii. A brief summary of the book. **(2 points)**
- viii. Describe your emotional, intellectual, and behavioral responses to the book. How did this book make you feel? What did it make you think? Did the book motivate you to do anything?

(2 points)

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

(2 points)

Chapter 2 Quiz: Wrapping it Up

May
23

Due: Tuesday, May 23 at 12:00 pm

Complete the online MindTap quiz for this chapter

OR

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

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

PLAAPF & Objectives

May

Due: Tuesday, May 23 at 12:00 pm

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Chapter 14 Quiz: Wrapping it Up

Jun
01

Due: Thursday, Jun 01 at 12:00 pm

Complete the online MindTap 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.

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Visit to the Resource Room

Jun
01

Due: Thursday, Jun 01 at 12:00 pm

The goal of this assignment is for you to experience a resource classroom. Schedule a visit to the school's resource room by contacting the teacher in advance. During your visit, have a discussion with the teacher about their roles and responsibilities.

Write a **one-page reflection** that adequately covers the following topics:

1. Resource teacher roles and responsibilities for educating students with disabilities. **(6 points)**
2. Unique components of a resource teacher's responsibilities in comparison to what you know about a general education teacher's role. **(2 points)**
3. How this knowledge has provided insight into how you will interact with a resource teacher in your future school. **(2 points)**

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

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

Chapter 11 Quiz: Wrapping it Up

Jun
06

Due: Tuesday, Jun 06 at 12:00 pm

Complete the online MindTap quiz for this chapter

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Chapter 7 Quiz: Wrapping it Up

Jun
08

Due: Thursday, Jun 08 at 12:00 pm

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 other children who sit next to him for the majority of the time.

The Primary president has a background in Journalism and does not even know where to begin on how to work with a child like Sterling. Sterling's parents are also frustrated, and his mom is frequently seen leaving church crying because she does not know how to handle him and help his primary teacher. The parents and Primary president have come to you because of your training in education at Brigham Young University. She would like to know what she could do to help Sterling successfully access Primary to his fullest extent possible.

Resources:

Scriptures

<http://www.lds.org/topics/disability?lang=eng> (<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> (<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> (<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>
(<http://www.lds.org/tools/print/article/narrow/?lang=eng&url=/children/resources/tips/2012/03>)

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>
(<http://www.lds.org/callings/disability-specialist?lang=eng>)

Final Presentation

Jun
15

Due: Thursday, Jun 15 at 12:00 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. 1 point
2. Describe your **legal responsibilities** for educating students with disabilities. Be sure to cite specific laws as taught in CPSE 300. Also describe your **moral/ethical responsibilities** (no citation required). 2 points
3. Describe the student's **disabling condition**. Which of the 13 special education categories will this child be serviced under? Discuss how the condition impacts learning. 2 points
4. Analyze the student's learning strengths and limitations. 1 point
5. **PLAAFP (Present Level of Academic Achievement and Functional Performance)** for an academic or behavioral concern. 1 point
6. **Intervention plan** using Tier 2 strategies for the area of concern.
 - a. Write a goal for student performance. 1 point
 - b. Plan what you will do and what others can do to meet the goal. 1 point
 - c. Describe how you will measure and report progress. 1 point

7. **3 evidence based classroom accommodations** that will facilitate learning. Explain why your accommodations are appropriate given the classroom environment and your student's profile. Cite the source for these accommodations. 5 points

Total Time: 7 minutes

Final Case Study (Part 2)

Jun
15

Due: Thursday, Jun 15 at 11:59 pm

Submit part 2 of your final project here (the description is included with the description for part 1). You and your partner will turn in the same thing for Part 1, but you should each submit separate, unique assignments for Part 2.

Final Case Study (Part 1)

Jun
15

Due: Thursday, Jun 15 at 11:59 pm

Final Project (100 points)

This is a 2-part assignment. (1) You will develop a hypothetical case study for your final project. You should draw on your experience in the school to complete this assignment. However, this case study project is hypothetical and is **not** a final report of your field experience. This project provides an opportunity for you to synthesize learning. Because collaboration is essential for meeting the needs of diverse learning, this is a collaboration project. You will work with a peer to complete this project (80 points). (2) You will describe your perceptions of disability and analyze how your experience and the knowledge you have gained have shaped your perception of disability. You will also analyze your collaboration experience. This will be submitted as a separate assignment. (20 points).

The following should be included in your final project. (Your final presentation is a separate assignment. Please submit a write-up, not your presentation slides.) Each answer for questions 2-7 should be accompanied with an appropriate citation:

Part 1 (80 points)

1. **Demographic** information for the student described.
 - a. Student's age, gender, grade (1 point)
 - b. Family background (1 point)
 - c. Experience in school (1 point)
 - d. Learner challenges/at-risk characteristics (1 point)
 - e. Student's interests (1 point)
2. Describe your **legal responsibilities** for educating students with disabilities (5 points). Be sure to cite specific laws and six components of IDEA as taught in CPSE 300 (5 points). Also describe your **moral/ethical responsibilities**. (5 points)
3. Describe the student's **disabling condition**. Which of the 13 special education categories will this child be service under? (4points) Discuss how the condition impacts learning (6 points). Use appropriate citation (2 points).
4. Analyze the student's learning strengths (4 points) and limitations (4 points). Use appropriate citation (2 points).
5. **Write a PLAAFP (Present Level of Academic Achievement and Functional Performance)** for an academic **or** behavioral concern (10 points).
6. Develop an **intervention plan** using Tier 2 strategies for the area of concern.
 - a. Write a goal for student performance (4 points).
 - b. Plan what you will do (4 points) and what others can do (2 points) to meet the goal.
 - c. Describe how you will measure (4 points) and report progress (2 points).
7. **Describe how you will teach** Describe 3 evidence based classroom accommodations (2 points each) that will facilitate learning. Explain why your accommodations are appropriate given the classroom environment and your student's profile (1 point each). Cite the source for these accommodations (1 point each).

Both partners will submit identical write-ups for part 1. Remember to put your partner's name at the top of the assignment as well as your own.

Part 2 (20 points)

***Note:** Please submit this as a separate assignment under Final Case Study (Part 2).

1. Analyze **your response** to working with students with learning problems. Provide specific examples of how you felt, or how you interacted with the student (5 points). Discuss how your feelings influenced your teaching (5 points). Describe how the knowledge you have acquired and your experience working with your student have shaped your perception of disability (5 points). Be specific.
2. **Analyze your collaboration experience.** What did each of you contribute to the process (2 points)? Rate your contributions and your partner's contributions (1 to 5 scale – 5 outstanding, 1 completely inadequate) (1 point). Discuss your successes and/or challenges collaborating (2 points).

Schedule

Date	Content & Standards	Readings & Assignments
Week 1		
T May 02 Tuesday	<p>Introduction to Course</p> <p>Introduction to Coursemate</p> <p>Disability Awareness & Person First Language</p> <p>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.</p>	<p>Please select a partner for the disability presentation and submit your names on the linked Google Sheet. Thanks!</p> <p>Prayer & Spiritual Thought Sign-up</p>
Th May 04 Thursday	<p>Special Ed Foundation: Teaching in Today's Classrooms</p> <p>IEPs and 504 Plans</p> <p>Placement options</p> <p>SPED legislation</p> <p>Educational reform</p> <p>Professional Practice - Candidates fulfill all duties and assignments, comply with all education laws and policies, and continue to improve professional practice.</p>	<p>Read: Garguilo & Metcalf (2017) Chapters 1 & 3</p> <p>Watch: Chapter 3 Video Case on MindTap (Before referral to testing...) and complete the brief response questions</p> <p>Chapter 1 Quiz: Wrapping It Up</p> <p>Chapter 3 Quiz: Wrapping It Up</p> <p>Chapter 3 MindTap Video Questions</p>
Week 2		

<p>T May 09 Tuesday</p>	<p>Devotional: McKay Christensen, Alumni and External Relations</p> <p>Misunderstood Minds</p> <p>Cognitive Characteristics</p> <p>Prereferral to Special Education</p> <p>IEP Process</p> <p>Practicum Contract Sheet DUE!</p> <p>Professional Practice - Candidates fulfill all duties and assignments, comply with all education laws and policies, and continue to improve professional practice.</p>	<p>Read: What Every Good Teacher Should Know (WETSKA) Part 1 p.1-40</p> <p>Complete: IRIS Module RTI: Part 1 http://iris.peabody.vanderbilt.edu/module/rti01-overview/</p> <p>WETSKA Part 1 p. 1-40 RTI:(Part 1) An Overview Practicum Contract Sheet</p>
<p>Th May 11 Thursday</p>	<p>Learners with Low Incidence Disabilities</p> <ul style="list-style-type: none"> • Visual/hearing impairments • Autism Spectrum Disorder • Emotional & Behavioral Disorders 	<p>Read: Garguilo & Metcalf (2017) Chapter 5</p> <p>Chapter 5 Quiz: Wrapping it Up</p>
<p>Week 3</p>		
<p>T May 16 Tuesday</p>	<p>Forum: Brent Slife, Distinguished Faculty Lecturer</p> <p>GUEST LECTURE - Katie Steed</p> <p>Learners with High Incidence Disabilities</p> <ul style="list-style-type: none"> • Specific Learning Disabilities • Communication Disorders <p>How Difficult Can This Be?</p>	<p>Read: Garguilo & Metcalf (2017) Chapter 4</p> <p>Watch: Chapter 4 Video Case on MindTap (Achieving Success in Fifth Grade: Practices to Support All Students Including Students with Attention-Deficit Hyperactivity Disorder)</p> <p>Disability Presentation Chapter 4 Quiz: Wrapping it Up Chapter 4 MindTap Video Questions</p>
<p>Th May 18 Thursday</p>	<p>Other Diverse Populations</p> <p>Autism</p> <p>Gifted</p>	<p>Read: Garguilo & Metcalf (2017) Chapter 6</p> <p>Watch: Chapter 6 Video Case on MindTap (An Approach to Bilingual Education: Sheltered English Immersion in One Third-Grade Classroom)</p> <p>Chapter 6 Quiz: Wrapping it Up Disability Awareness Assignment</p>
<p>Week 4</p>		
<p>T May 23 Tuesday</p>	<p>Devotional: Keith Wilson, Ancient Scripture</p> <p>Universal Design</p> <p>Lesson Accommodations</p> <p>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.</p>	<p>Read: Garguilo & Metcalf (2017) Chapter 2</p> <ul style="list-style-type: none"> • 2-1 The Concept of Universal Design pp. 32-34 • 2-3 Three Essential Qualities of UDL: Representation, Engagement, & Expression 43-49 • 2-4 UDL & Differentiated Instruction pp. 49-53 <p>Watch: TED Talk - L. Todd Rose</p> <p>Chapter 2 Quiz: Wrapping it Up PLAAFP & Objectives</p>

Th May 25 Thursday	Assessing diverse learners	<p>Read: WETSKA Part III p. 81-98 Gargiulo & Metcalf (2017) Chapter 9</p> <p>Watch: Chapter 9 Video Case on MindTap (Literary Assessment: Administering an Informal Reading Inventory)</p> <p>Chapter 9 Quiz: Wrapping it Up Praise Notes</p>
Week 5		
M May 29 Monday	Memorial Day	
T May 30 Tuesday	<p>Instructional Strategies</p> <p>Designing Learning</p> <p>Reading Instruction for Individuals with Disabilities</p> <p>Social Stories</p> <p>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.</p>	<p>Read: Gargiulo & Metcalf (2017) Chapter 13</p> <p>Watch: Chapter 10 Video Case on MindTap (Academic Diversity: Differentiated Instruction)</p> <p>Chapter 13 Quiz: Wrapping it Up</p>
Th Jun 01 Thursday	<p>Math Instruction for Individuals with Disabilities</p> <p>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.</p>	<p>Read: Gargiulo & Metcalf (2017) Chapter 14</p> <p>Visit to the Resource Room Chapter 14 Quiz: Wrapping it Up</p>
Week 6		
T Jun 06 Tuesday	<p>Devotional: Diane Reich</p> <p>Behavior Management - Effective Accommodations</p> <p>Social/Behavioral Strategies: FUBA BIP</p> <p>Social/Behavioral Accommodations</p>	<p>Chapter 11</p> <p>Chapter 11 Quiz: Wrapping it Up</p>
Th Jun 08 Thursday	<p>Collaboration</p> <p>Co-Teaching</p> <p>Related Services IRIS Module - Complete the module and submit answers via Learning Suite</p> <p>Collaboration - Candidates work effectively with parents, professionals, paraprofessionals, and others in the school and community to help students with disabilities achieve their IEP goals.</p>	<p>Read: Gargiulo & Metcalf (2017) Chapter 7</p> <p>Review: Co-Teaching a Model for Classroom Management (MSE)</p> <p>Related Services: Common Supports for Students with Disabilities Chapter 7 Quiz: Wrapping it Up</p>
Week 7		

T Jun 13 Tuesday	Devotional: Ray Clifford, Humanities Gospel Perspective on Disabilities 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.	Review: LDS Church website on disability Church Accommodation Assignment/Activity Practicum Reflection Log
Th Jun 15 Thursday	Class presentations Present final presentation collaboratively with partner.	Final Presentation Final Case Study (Part 2) Final Case Study (Part 1)
Week 8		
T Jun 20 Tuesday	Spring Exam Preparation (06/20/2017 - 06/20/2017)	
W Jun 21 Wednesday	First Day of Spring Final Exams (06/21/2017 - 06/22/2017)	
Th Jun 22 Thursday	Final Exam: 355 MCKB 11:00am - 12:50pm	

University Policies

Honor Code

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

Sexual Misconduct

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

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

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