

# **CPSE 402 - Kellems-Educ Stdnts w/Disablts in ScEd**

**Fall 2016**

**Section 001: 160 MCKB on M W from 8:00 am - 9:50 am**

## **Instructor/TA Info**

### **Instructor Information**

**Name:** Ryan Kellems

**Office Location:** 340-B MCKB

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### **TA Information**

**Name:** Kalee Simons

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## **Course Information**

### **Description**

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

### **Prerequisites**

Admission to Secondary Education program or consent of instructor.

### **Learning Outcomes**

### **Sensitivity**

Demonstrate sensitivity to individuals with disabilities.

### **Effects of Diversity**

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

### **IEP**

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

### **Research-supported Methods**

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

### **Models and Strategies of Consultation**

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

### **Definitions and Descriptions of Legal Structure**

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

### **Personal Philosophy**

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

### **Classroom Management Theories**

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

### **High and Low Incidence Disabilities**

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

## General Curriculum

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

## Grading Scale

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

## Grading Policy

Assignments are due at the beginning of class. Late assignments are worth 50% for up to a week. After a week late assignments will not be accepted. Some assignments are completed during class. If you are absent you will not be able to make up the missed work. In the case of university excused absences speak to the professor.

## Participation Policy

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

## Attendance Policy

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

## **Assignments**

### **Assignment Descriptions**

#### **Special Ed Law Quiz**

Due: Wednesday, Aug 31 at 7:59 am

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

#### **IRIS Module**

Due: Wednesday, Sep 07 at 11:00 am

IRIS Module 1- RTI- Assessment Questions

#### **Co-Teaching and Co-Planning Quiz**

Due: Monday, Sep 12 at 11:59 am

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

#### **Individualized Education Programs Quiz**

Due: Wednesday, Sep 14 at 7:59 am

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

#### **Isabel**

Due: Wednesday, Sep 21 at 7:59 am

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

**Brittney**

Due: Wednesday, Sep 21 at 7:59 am

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

**Communication Disorders Quiz**

Due: Wednesday, Sep 21 at 7:59 am

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

**James**

Due: Wednesday, Sep 21 at 7:59 am

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

**Shawn**

Due: Wednesday, Sep 21 at 7:59 am

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

**Co-Teaching Assignment**

Due: Wednesday, Sep 21 at 2:00 pm

Co-Teaching Assignment.2012.doc [Download](#)

**Assessment Quiz**

Due: Monday, Sep 26 at 7:59 am

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

**Common Assessment Plan**

Due: Wednesday, Sep 28 at 7:59 am

**Universal Design Quiz**

Due: Wednesday, Sep 28 at 7:59 am

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

### **Learning Goals Assignment**

Due: Wednesday, Sep 28 at 11:59 pm

### **Dr. Erik Carter Lecture**

Due: Monday, Oct 03 at 11:59 pm

Extra Credit- Attend lecture by Dr. Erik Carter. You will need to submit a 1/2 page ss paper describing how you will apply what you learned into your own classroom.

### **Classroom Management**

Due: Wednesday, Oct 05 at 7:59 am

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

### **Classroom Strategies**

Due: Wednesday, Oct 05 at 11:59 pm

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

### **Common Management Plan**

Due: Monday, Oct 10 at 11:59 pm

in class

### **Supplementary and Intensive Instruction**

Due: Wednesday, Oct 12 at 7:59 am

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

### **Teaching Instructional Decision Making (individual)**

Due: Wednesday, Oct 12 at 11:59 pm

To be completed as an individual  
**PLC Instructional decision making (group)**

Due: Wednesday, Oct 12 at 11:59 pm

To be completed as a group  
**Universal Design for Instruction**

Due: Thursday, Oct 13 at 11:59 pm

This assignment has two parts.

Part 1: Lesson plan. Collaborate with your group in class to develop a cohesive unit.

Part 2: Make a video of yourself teaching your lesson from the unit. Due,  
OCTOBER 15TH

**CPSE 402 Final Exam**

Due: Monday, Oct 17 at 11:59 pm

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

**Total Participation Points**

Due: Tuesday, Oct 18 at 11:59 pm

Each day of class will be worth 3 points.

**Disability Experiences**

Due: Tuesday, Oct 18 at 11:59 pm

Disability Experiences

Experiences in Working with Students with Disabilities.doc Download

**Complete 12 observation hours**

Due: Tuesday, Oct 18 at 11:59 pm

You will be required to complete 12 hours of observation in the school. You must complete 8 hours in a secondary education classroom. The classroom must be taught by a general education teacher and must include students without disabilities. It must also include at least one student with a disability.

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

**You must complete 9 hours to pass the course.** If you complete 9-11 hours you will lose 2 points of your final course grade for each hour you do not complete. Please submit a one page single spaced description of your experience and a log that includes, the dates, times, locations and cooperating teacher(s).

Use this link to sign up for a teacher (you will need to contact the teacher to make sure they are available and willing to have you)-

[https://docs.google.com/spreadsheets/d/1SGdkMDH\\_PYn9w3inRH2fKmk829DLnfMUQrR4XbieWwc/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1SGdkMDH_PYn9w3inRH2fKmk829DLnfMUQrR4XbieWwc/edit?usp=sharing)

### Point Breakdown

Categories	Percent of Grade
Content Page Quizzes	24.44%
Final	18.8%
Professional Learning Community Assignment	33.08%
Disability Experiences	11.28%
Extra Credit	0%
Assignments	5.64%
Participation	6.77%

### 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.

## Schedule

Date	Column 1	Topics/Readings	Assignments
M Aug 29 Monday	<b>First Day of Fall Semester</b> (08/29/2016 - 12/08/2016)  What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)	Due  Introduction to Course  What is a disability?	<b>Special Ed Law Quiz Opens</b>

W Aug 31 Wednesday	What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)	Special Education Law  Readings: Special Ed Law and One of the following: Brittney, Shawn, Isabel, or James.	<b>Brittney Opens</b> <b>Isabel Opens</b> <b>Shawn Opens</b> <b>James Opens</b> <b>Special Ed Law Quiz Closes</b>
M Sep 05 Monday	<b>Labor Day</b>  No Class		<b>Co-Teaching and Co-Planning Quiz Opens</b> <b>Individualized Education Programs Quiz Opens</b>
T Sep 06 Tuesday	<b>Add/Drop Deadline (Full Semester &amp; 1st Term)</b>		
W Sep 07 Wednesday	How to I use data to assess the effectiveness of instruction and to make adjustments in planning and instruction? (UETS Standard #5)	Response to Intervention (RTI)  No reading due.	IRIS Module Go to the IRIS module at the link below and complete all sections.  <a href="http://iris.peabody.vanderbilt.edu/module/rti01-overview/">http://iris.peabody.vanderbilt.edu/module/rti01-overview/</a>  Answer questions in assessment section and submit on Learning Suite  <b>IRIS Module</b>

<p>M Sep 12 Monday</p>	<p>How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)</p>	<p>Co-Teaching and Co-Planning</p> <p>Readings: Co-Teaching and Co-Planning and One of the following: Brittney, Shawn, Isabel, or James.</p> <p>Get organized into Co-teaching groups. Bring references to class next time.</p>	<p><b>Co-Teaching and Co-Planning Quiz Closes</b></p>
<p>W Sep 14 Wednesday</p>	<p>How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)</p>	<p>Individual Education Programs (IEP's)</p> <p>Low Incidence Disabilities</p> <p>Readings: Individualized Education Programs and</p>	<p><b>Individualized Education Programs Quiz Closes</b></p> <p><b>Communication Disorders Quiz Opens</b></p>

One of the following:  
Brittney, Shawn, Isabel, or James.

Co-Teaching Assignment-  
You will be giving your lesson in class

No reading due.

M Sep 19  
Monday

How do the characteristics of students with disabilities affect their learning and participation in the classroom environment?  
(UETS Standard #2)

High Incidence Disabilities:  
Learning Disabilities, Communication Disorders, and Intellectual Disabilities

Readings:  
Communication Disorders and  
One of the following:  
Brittney, Shawn, Isabel, or James.

**Assessment Quiz Opens**

W Sep 21  
Wednesday

How do I participate actively as a part of a learning community to share responsibility for decision-making and accountability for each student's learning? (UETS Standard #9)

Readings:  
Professional Learning Communities and

One of the following

- \_Visual Strategies
- \_Writing Strategies
- \_Reading Strategies
- \_Math Strategies
- \_Science Strategies
- \_Memory Strategies

*You will take a quiz on these content pages after you have completed three.*

Complete the *Learning Goals Assignment* from the *Professional Learning*

**Co-Teaching Assignment**

**Isabel Closes**

**Communication Disorders Quiz Closes**

**James Closes**

**Shawn Closes**

**Brittney Closes**

**Universal Design Quiz Opens**

*Community  
Assignment* in  
class today.

Professional  
Learning  
Communities in  
Secondary  
Settings

M Sep 26  
Monday

How do I design  
and select  
preassessments,  
formative, and  
summative  
assessments in a  
variety of formats  
that match  
learning  
objectives and  
engage all  
learners in  
demonstrating  
knowledge and  
skills (UETS  
Standard #5)

Complete the  
*Common  
Assessment  
Plan  
Assignment*  
from the  
*Professional  
Learning  
Community  
Assignment* in  
class today.

**Assessment Quiz Closes**

Assessment  
Readings:  
Assessment and

How do I adjust  
learning activities  
and assessments  
in order to make  
appropriate

One of the  
following  
\_Visual  
Strategies

accommodations for students with disabilities who are not meeting learning goals (UETS Standard #5 and #7)

\_Writing Strategies  
 \_Reading Strategies  
 \_Math Strategies  
 \_Science Strategies  
 \_Memory Strategies

*You will take a quiz on these content pages after you have completed three.*

<p>W Sep 28 Wednesday</p>	<p>How do I adjust learning activities and assessments in order to make appropriate accommodations for students with disabilities who are not meeting learning goals (UETS Standard #5 and #7)</p> <p>How do I choose appropriate strategies, accommodations,</p>	<p>Whole Class Instruction Universal Design for Learning</p> <p>Complete the <i>Universal Design for Instruction Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p>	<p><b>Universal Design Quiz Closes</b>  <b>Common Assessment Plan</b>  <b>Learning Goals Assignment</b>  <b>Classroom Management Opens</b>  <b>Classroom Strategies Opens</b></p>
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resources,  
materials,  
sequencing,  
technical tools  
and  
demonstration of  
learning that  
addresses  
students specific  
needs? (UETS  
Standard #6 and  
#7)

Readings:  
Universal  
Design for  
Learning and

One of the  
following

\_Visual  
Strategies

\_Writing  
Strategies

\_Reading  
Strategies

\_Math  
Strategies

\_Science  
Strategies

\_Memory  
Strategies

*You will take the  
Classroom*

*strategies quiz  
on these content*

*pages after you  
have completed*

*three.*

M Oct 03  
Monday

Dr. Kellems out  
of town- No class

**Dr. Erik Carter Lecture**

Use class time to meet with your groups to work on your PLC assignment if necessary.

W Oct 05  
Wednesday

How do I use classroom management strategies that allow me to maintain a positive learning environment for all students (UETS Standard #3)

How do I create an environment that maximizes the potential of students with disabilities while maintaining appropriate expectations for all students? (UETS Standard #2, #3)

Classroom Management Readings:  
Classroom Management and Classroom Strategies

Complete the *Common Classroom Management Assignment* from the *Professional Learning Community Assignment* in class today.

**Classroom Management Closes**  
**Classroom Strategies Closes**  
**Supplementary and Intensive Instruction Opens**

M Oct 10  
Monday

Meetings with Dr. Kellems in his

PLC Meetings

**Common Management Plan**  
**CPSE 402 Final Exam Opens**

office- Your group will sign up for a specific meeting time to meet with Dr. Kellems to discuss your PLC assignment. No preparation or formal preparation on your part is needed. All meetings will take place in Dr. Kellems office - 340-B MCKB

Final Exam:  
Taken in Learning Suite by \_\_\_\_\_.

Making Data Based Decisions for students who need support at Tier II and Tier III as a classroom teacher and in a professional learning community

How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)

Complete the *Teacher Instructional Decision-Making Assignment* and the *Professional Learning Community Instructional Decision-Making*

How do I adjust learning activities and assessments

*Assignment* from the *Professional*

in order to make appropriate accommodations for students with disabilities who are not meeting learning goals (UETS Standard #5 and #7)

*Learning Community Assignment*  
in class today.

Readings:  
Supplementary and Intensive Instruction

No reading due.

W Oct 12  
Wednesday

**Supplementary and Intensive Instruction Closes**  
**PLC Instructional decision making (group)**  
**Teaching Instructional Decision Making (individual)**

M Oct 17  
Monday

**CPSE 402 Final Exam Closes**

T Oct 18  
Tuesday

**Disability Experiences**  
**Complete 12 observation hours**