

# Instructor/TA Info

## Instructor Information

**Name:** Barbara Smith

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## TA Information

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# Course Information

## Learning Outcomes

### Learning characteristics and special learning needs

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

### Legal structure of services

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

### Issues related to the identification of disabilities

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

### Issues related to collaboration

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

### Policies and programs for young children

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

### Steps in IEP

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

### Characteristics, prevalence, and educational implications

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

### Characteristics, prevalence, and education implications

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

### Effects of cultural, ethnic, and language diversity

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

### Strategies

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

### Assessment results

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

### 12-hour field experience

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

## Grading Scale

Grades	Percent
A	95%

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

### **Grading Policy**

Assignments are due at the beginning of class (3:00) on the day it is listed on the course schedule. Submit your work on time to receive full-credit. For every one day that an assignment is turned in late, 10% will be deducted from the assignment. After ten days it will not be worth any points. All course work must be submitted by the last day of class.

### **Participation Policy**

I expect that you will attend every class and participate fully in the discussion and activities. Indications of full participation will be on-time arrival and staying to the end, listening intently with eye contact, minimizing use of electronics that are not part of the activity, and minimizing personal discussions. Of course we will talk with each other and I value your personal input. Don't be afraid to share your opinion occasionally and allow classmates the same opportunity. This will enable us to have a safe environment with positive interaction and support. A goal in this course is to make friends.

### **Attendance Policy**

Points will be earned by attending class. Any absences will limit participation points.

## **Assignments**

### **Assignment Descriptions**

#### **Signed Cooperating Teacher Contract 1**

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Sep  
**05**

Due: Monday, Sep 05 at 11:59 pm

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#### **Connection Journal 1**

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Sep  
**05**

Due: Monday, Sep 05 at 11:59 pm

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#### **Connection Journal 2**

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Sep  
**12**

Due: Monday, Sep 12 at 3:00 pm

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### **Disability Awareness**

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Sep

**14** Due: Wednesday, Sep 14 at 3:00 pm

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**Connection Journal 3**

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**Sep**  
**19** Due: Monday, Sep 19 at 3:00 pm

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**Connection Journal 4**

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**Sep**  
**26** Due: Monday, Sep 26 at 3:00 pm

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**IRIS Visual Disability Module**

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**Sep**  
**28** Due: Wednesday, Sep 28 at 3:00 pm

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**Connection Journal 5**

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**Oct**  
**03** Due: Monday, Oct 03 at 3:00 pm

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**Practicum Reflection Log 1**

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**Oct**  
**05** Due: Wednesday, Oct 05 at 3:00 pm

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**Professionalism Evaluation 1**

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**Oct**  
**05** Due: Wednesday, Oct 05 at 11:59 pm

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**Signed Cooperating Teacher Contract 2**

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**Oct**  
**10** Due: Monday, Oct 10 at 11:59 pm

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**Connection Journal 6**

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**Oct**  
**17** Due: Monday, Oct 17 at 3:00 pm

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**Continuum of Placements**

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**Oct**  
**17** Due: Monday, Oct 17 at 3:00 pm

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**Connection Journal 7**

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**Oct**

**17** Due: Monday, Oct 17 at 3:00 pm

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**Connection Journal 8**

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**Oct 31** Due: Monday, Oct 31 at 3:00 pm

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**IRIS RTI Module**

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**Nov 02** Due: Wednesday, Nov 02 at 3:00 pm

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**IEP Workbook**

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**Nov 07** Due: Monday, Nov 07 at 3:00 pm

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**Tier 2 Intervention Plan**

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**Nov 14** Due: Monday, Nov 14 at 3:00 pm

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**Connection Journal 9**

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**Nov 14** Due: Monday, Nov 14 at 3:00 pm

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**IRIS Assessment Module**

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**Nov 16** Due: Wednesday, Nov 16 at 4:15 pm

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**Signed Hour Log (first half)**

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**Nov 28** Due: Monday, Nov 28 at 12:59 am

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This assignment is just being split into 2 grades (one for each site) for my own convenience.

**Signed Hour Log (second half)**

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**Nov 28** Due: Monday, Nov 28 at 12:59 am

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**Professionalism Evaluation 2**

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**Nov 28** Due: Monday, Nov 28 at 12:59 am

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**Connection Journal 10**

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Nov  
28

Due: Monday, Nov 28 at 3:00 pm

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## Practicum Reflection Log 2

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Nov  
28

Due: Monday, Nov 28 at 3:00 pm

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## Class Oral Presentation

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Nov  
30

Due: Wednesday, Nov 30 at 12:59 am

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## Final Project

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Nov  
30

Due: Wednesday, Nov 30 at 3:00 pm

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## Attendance

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Dec  
05

Due: Monday, Dec 05 at 11:59 pm

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### Attendance

Arriving on-time and staying for the full class period

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## Participation/Professionalism Points

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Dec  
05

Due: Monday, Dec 05 at 11:59 pm

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A few points will be given for participation in quizzes and learning activities in class. Attendance will be required to earn these points. Individual professionalism will be evaluated by the instructor and the student.

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## student ratings

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Dec  
08

Due: Thursday, Dec 08 at 11:59 pm

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participation in course evaluation

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# 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> (<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.

### Schedule

Date	Column 1	Column 2
Week 1		
M Aug 29 Monday	<b>First Day of Fall Semester (08/29/2016 - 12/08/2016)</b> Introduction and Syllabus	
W Aug 31 Wednesday	Disability Awareness Course Schedule	Who Am I?
Week 2		
M Sep 05 Monday	<b>Labor Day</b>	
T Sep 06 Tuesday	<b>Add/Drop Deadline (Full Semester &amp; 1st Term)</b>	
W Sep 07 Wednesday	Learner Characteristics Overview of Special Ed Law Placements, 504 and IDEA Pre-Referral	Heward Ch. 1 & 2 Signed Cooperating Teacher Contract 1 Connection Journal #1
Week 3		
M Sep 12 Monday	Learner Characteristics High Incidence Disabilities	WETSKA Part 1 Heward Ch. 5 Connection Journal #2

W Sep 14 Wednesday	High Incidence Disabilities: Intellectual Disabilities	Heward Ch. 4 Disability Awareness
Week 4		
M Sep 19 Monday	Emotional Disturbance	Heward Ch. 6 Connection Journal #3
W Sep 21 Wednesday	Learning Disabilities simulation	Heward Ch. 8
Week 5		
M Sep 26 Monday	High Incidence Disabilities Communication Disorders	Heward Ch. 8 Connection Journal #4
W Sep 28 Wednesday	Low Incidence Disabilities: Visual and Hearing Impairments	Heward Ch. 9 & 10 IRIS Visual Disability Module
Week 6		
M Oct 03 Monday	Orthopedic Impairments and Other Health Impairments	Heward Ch. 11 Connection Journal #5
W Oct 05 Wednesday	Low Incidence Disabilities: Severe and Multiple Disabilities and Traumatic Brain Injury	Heward Ch. 12  Professionalism Evaluation 1 Practicum Reflection Log 1
Week 7		
M Oct 10 Monday	Autism	Heward Ch. 7 Signed Cooperating Teacher Contract 2
W Oct 12 Wednesday	Gifted and Talented	Heward Ch. 13
Week 8		
M Oct 17 Monday	Multicultural Issues, Poverty	TBA A Day in Juan's Life Connection Journal #6 Connection Journal #7 Continuum of Placements
W Oct 19 Wednesday	Early Intervention	Heward Ch. 14
Week 9		
M Oct 24 Monday	IEP Process and the IEP Team Overview of Referral Process	<b>(Heward Ch. 2)</b>
W Oct 26 Wednesday	Collaboration: Tina Duchesne	

	Collaboration Tina Dyches Writing IEPs IEP Meetings	
Week 10		
M Oct 31 Monday	RTI & PBS	reading TBA Connection Journal #8
W Nov 02 Wednesday	Sources of inspiration	IRIS RTI Module
Week 11		
M Nov 07 Monday	<b>Withdraw Deadline (Full Semester)</b> Family Impact Final Project organization	Heward Ch. 3 IEP Workbook
W Nov 09 Wednesday	Guest presenter J. S. Teaching in Special Education Goalview	
Week 12		
M Nov 14 Monday	Assessment and evaluation  LDS inclusion	WETSKA Part 3 Connection Journal #9 Tier 2 Intervention Plan
W Nov 16 Wednesday	Classroom Accomodations: Academic and Social/Behavioral	WETSKA Part 4
Week 13		
M Nov 21 Monday	<b>No class meeting.</b> Do the assigned IRIS module on-line. Plan Final Project with partner.	IRIS Assessment Module
T Nov 22 Tuesday	<b>Friday Instruction</b>	
W Nov 23 Wednesday	<b>No Classes</b> Be Thankful! (and safe!)	
Week 14		
M Nov 28 Monday	Differentiated Instruction, Classroom Approaches	WETSKA Part 2 Signed Hour Log (First half) Signed Hour Log (Second half) Professionalism Evaluation 2 Practicum Reflection Log 2 Connection Journal #10
W Nov 30 Wednesday	Share Final Projects	Final Project written report



Week 15		
M Dec 05 Monday	Christmas story Share Final Projects	Student Ratings Participation/Professionalism Attendance
W Dec 07 Wednesday	Last class period Final	
Th Dec 08 Thursday	<b>Last Day of Fall Semester          (08/29/2016 - 12/08/2016)</b> Final Exam: 355 MCKB 11:00am - 2:00pm Final Exam: 355 MCKB 3:00pm - 6:00pm	
Week 16		
M Dec 12 Monday		
W Dec 14 Wednesday		