

Instructor/TA Info

Instructor Information

Name: Ryan Kellems

Office Location: 340-B MCKB

Office Phone: 801-422-6674

Office Hours: Mon, Wed 12:30pm-1:30pm

Email: rkellems@byu.edu

TA Information

Name: Kaitlyn Frandsen

Office Hours: Only By Appointment

Email: kaitlyn.frandsen@gmail.com

Course Information

Description

Curriculum and instruction for secondary special needs students including adaptations, accommodations, and transition-related planning and instruction.

Prerequisites

Passing grades in all Fall semester CPSE courses

Materials

Item	Price (new)	Price (used)
 <u>EVIDENCE-BASED INSTRUCTIONAL STRATEGIES FOR T</u> - Required by TEST, D	29.95	22.50

Learning Outcomes

Historical foundations

Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice of transition/secondary special education.

Continuum of placement

Continuum of placement and services available for individuals with disabilities at the secondary level.

Psychological and social-emotional characteristics

Psychological and social-emotional characteristics of individuals with disabilities as adolescents and young adults.

Specialized materials and instructional approaches

Specialized materials and instructional approaches for individuals with disabilities at the secondary level.

Instructional strategies and practices

Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities at this level.

Strategies

Strategies for integrating student initiated learning experiences into ongoing instruction.

Methods

Methods for guiding individuals in identifying and organizing critical vocational content.

Transition planning

Assessing for transition planning.

Multicultural competence

Multicultural competence in transition planning processes

Research-supported methods for academic instruction

Use research-supported methods for academic instruction of secondary age individuals with disabilities.

Research-supported methods for non-academic instruction

Use research-supported methods for non-academic instruction of secondary age individuals with disabilities.

Adaptations and technology

Use appropriate adaptations and technology for all individuals with disabilities.

Resources and techniques for transitioning

Use resources and techniques for transitioning individuals with disabilities into and out of school and post-school environments.

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 prior to the start of class. Any assignments turned in after that are considered late. Assignments can be turned in late for 1 week for 1/2 credit. After a week assignments will not be accepted.

Participation Policy

Attendance is a professional expectation. Regular attendance will be taken. An unexcused absence will count against your grade; an excused absence will not. Students are expected to be on time and prepared. The following rules apply to class attendance. There are 3 pts possible for every class. The points will be assigned according to the following criteria.

On time = 3 pts

Up to 5 min late = 2 pts

Over 5 min late = 1 pt

Students will not be penalized for university excused absences. Simply letting the professor know you will not be in class is not an university excused absence. If there is a question as to if an absence is university excused or not please talk to the professor.

Attendance Policy

Methodologies/Teaching Strategies:

Course format will include lecture, group discussion, panel discussion, small group work, service learning, and research participation.

Class Activities and percentage of class time used for each:

- Large group discussion (25%)
- Student presentations to class (10%)
- Application-a limited percentage of time will be spent on the application of principles, case studies, or unique situations that involve analysis and problem solving. (15%)
- A minimal portion of class time will be dedicated to written quizzes and reflection (5%)
- Discussion, reflection and simulation activities in Small groups (20%)

USOE Teacher Candidate Grade and Retention Rule

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

Assignments

Assignment Descriptions

Quiz 1- Ch 1 & 2

Jan
18

Due: Wednesday, Jan 18 at 1:40 pm

Quiz on Chapter 1 & 2- No Outside resources can be used for the Quiz this includes your book and the internet

Transition Coalition Module: best practices in planning for transition

Jan
25

Due: Wednesday, Jan 25 at 1:40 pm

Transition Coalition Module: best practices in planning for Transition

Please follow the link below or copy/paste it into a browser window. This will take you to the Transition Coalition website to set up your Transition Coalition account and assign you to my course. When you are assigned to my course, I will be able to follow your progress on assignments I give you on the Transition Coalition website.

http://transitioncoalition.org/blog/joinroster/?jn=514_1ess8

Quiz 2- Ch 4 & 6

Feb
01

Due: Wednesday, Feb 01 at 1:40 pm

This Quiz will cover Chapters 4 & 6

Quiz 3- Ch 7

Feb
08

Due: Wednesday, Feb 08 at 1:40 pm

Quiz on Chapter 7- No Outside resources can be used for the Quiz this includes your book and the internet

Quiz 4- Ch 10 & 11

Feb
22

Due: Wednesday, Feb 22 at 1:40 pm

Quiz on Chapter 10 & 11- No Outside resources can be used for the Quiz this includes your book and the internet

Observation of an Entry Level Job

Mar
01

Due: Wednesday, Mar 01 at 1:40 pm

CPSE 440- Observation of an Entry Level Job.docx [Download \(plugins/Upload/fileDownload.php?fileId=9e5fda1a-ZBtd-A70F-FgbT-j1d876325acb&pubhash=IlsmjPi8y8YErIhLrxuG8CyuJcg4kxv-xNH7X8sWdY8djUO31F3iojxiLVLM1VWjSeXFmH-xSAoy0X3pFzQkfA==\)](http://plugins/Upload/fileDownload.php?fileId=9e5fda1a-ZBtd-A70F-FgbT-j1d876325acb&pubhash=IlsmjPi8y8YErIhLrxuG8CyuJcg4kxv-xNH7X8sWdY8djUO31F3iojxiLVLM1VWjSeXFmH-xSAoy0X3pFzQkfA==)

CPSE 440: Observation of an Entry Level Job

Purpose of the observation: To identify the academic, social, and executive functioning skills entry level workers need to obtain and maintain a job.

Directions: Identify an entry level job (e.g., gas station attendant, bagger/stocker, Wal-Mart, Fred's, theater) that a transition age student with or without a diploma could obtain. Observe the setting to conduct a job analysis of the site using the attached form. Afterward, identify one task at the site and develop the task analysis that you would use to teach the individual actions or steps needed to successfully complete the task. Write a reflection of the observation and create 2 measurable goals that could be used to teach a job skill identified.

Submit the following:

- **Completed Job Analysis Form (4pts)** - is a description of the environmental and social characteristics of a work site, the jobs or tasks a worker is expected to perform, and potential supports available at the specific work site.
- **Completed Task Analysis Form (4 pts)**
- **Reflection Paper (10 pts)**
- **2 MAGs (2 pts)**

Submit a 1-2 page single spaced reflection of the observation (10 pts). What barriers to obtaining and keeping this job might a person with a non-cognitive disability experience? What accommodations or modifications might be appropriate on the job? What transition services would a person need to obtain and maintain this job?

Could a person with a cognitive impairment successfully do this job? What accommodations/ modifications might be appropriate? Describe the job you would carve for a person with significant disabilities based on the tasks you observed at this site? What are the specific tasks associated with the job you are carving; how often would the tasks be performed; what supports would be needed?

Write two MAGs (2 pts). MAGs should address and help teach job skills identified in the observation.

Quiz 5- Ch 12

Mar
08

Due: Wednesday, Mar 08 at 1:40 pm

Quiz on Chapter 12- No Outside resources can be used for the Quiz this includes your book and the internet

Quiz 6- Ch 15

Mar
15

Due: Wednesday, Mar 15 at 1:40 pm

Quiz on Chapter 15- No Outside resources can be used for the Quiz this includes your book and the internet

Transition IEP Components

Mar
29

Due: Wednesday, Mar 29 at 1:40 pm

CPSE 440- Transition IEP Components.docx [Download \(plugins/Upload/fileDownload.php?fileId=0248234d-MIUh-tAO1-Jlek-wN363f770c87&pubhash=yWvKKNu2Rt2gp4P81r1845k9vMbSZLIEQ66tQvae1mBSVER5Di59Ybf9b3SuPWXXZzhwTN1AzMNv0CIL97LuNMw==\)](#)

CPSE 440- Transition IEP Components Example.docx [Download \(plugins/Upload/fileDownload.php?fileId=a863b7dd-WQE3-9ul1-QON0-q4ad3a189a19&pubhash=sDNh_ntZwgM2duh0IOqoJmD9uT1iLYFuNNILjqS-u2-mwNO6Npf_hRWF1xMrAoXEw1Ote2q93jPdPtOZGshOsQ==\)](#)

Complete the Components of a Transition IEP form (above) for a transition-age youth with a disability. If you have access to a transition-age youth with a disability, please use them; otherwise, you may use the provided case study (below) to work with.

Please **use pseudonym** if using a real student (i.e., Do not provide any identifying information)

You can use the following case study if you do not have access to a student- Jack.pdf [Download](#)

[\(plugins/Upload/fileDownload.php?fileId=15c34781-zz1P-RwB4-JDZN-eD17be89d7af&pubhash=AjHXAOa71c70MIWKreNoZCLosjJVqHuKtYPeJhAYIof4SAGDIzO2XNsSrFjFqtERFY02hnmNLJR3oz5y5c8Vw==\)](#)

Quiz 7- Ch 13

Apr
05

Due: Wednesday, Apr 05 at 1:40 pm

Quiz on Chapter 13- No Outside resources can be used for the Quiz this includes your book and the internet

Co-teaching Observation

Apr
05

Due: Wednesday, Apr 05 at 11:59 pm

Coordinate with a local high-school special education teacher that co-teaches a class with which you can observe a class that is co-taught. (This is outside of the required 20 hours.)

Write a one page, single spaced summary of the observation that includes: the lesson objective and curriculum content, grade level, background of both teachers, and the classroom environment. Be sure to define the co-teaching model. Include a list strengths and weaknesses of the model and how you might incorporate the strengths into your personal teaching.

Community Mapping Assignment

Apr
12

Due: Wednesday, Apr 12 at 1:40 pm

CPSE 440:Community Map

Overview:

Your requirements for this class include participating in a modified version of community resource mapping. Given that you will be doing this activity solo (i.e., without a local transition council) I am requiring that you complete the process described in "**Step 2: Mapping**" of the "**Community Resource Mapping**" information brief (<http://www.ncset.org/publications/viewdesc.asp?id=939>).

You will be required to **Identify and Collect Data** on the current set of services available in the community where your practicum is located related to youth with disabilities. This activity will be distributed across the multiple sessions of the course, starting with the session on **Transition and Self-Determination**. In other words, for three of the four of the topical sessions of the class, starting with transition and self-determination, you will need to begin collecting information about the disability-specific services available in your community.

Project Requirements:

You will need to develop (1) a process for identifying and collecting information from your community; (2) develop a set of questions to ask the agencies and organizations you will be required to contact for each session of class. (I have included a sample set of questions below and (3) create a resource guide

1. Develop a process (10 pts): For the Community Service Coordination final project, you will be required to identify all appropriate services for your student or the student case study that you have selected. This will include (a) **disability specific services**, (b) **generic services** (services anyone in the community can access such as a temporary employment agency, public transportation, a community social group, a community art class), and (c) **natural supports** (the ways that the student's family, friends and support network can offer support and assistance). You should think about all of the ways you might identify and contact these services in your community. For example, possible ways to track down information include: checking the yellow pages, contacting the chamber of commerce, seeing if there is a community resource guide in your community (usually available thru social service agencies), checking community websites, even doing a google search for agencies in your community!

2. Collect Information about the Services Available in your Community (30 pts).

When you contact the service agency, find out the following information:

- a. Name, address, phone number, website/email contact information
- b. List of services they provide for youth with disabilities (you may ask about the specific disability of the student you plan to use for your community service coordination project; or about the specific disability most appropriate for that particular service [e.g., mental health services, mental retardation])
- c. List of services they provide for adults with disabilities.
- d. How are services funded? What types of funding sources pay for services?
- e. Are there services the agency is planning on offering in the near future for youth with disabilities?
- f. Are there critical elements missing from what you have found out about this service agency related to what you have read/know about the support needs of youth with disabilities?
- g. Does the agency know of other agencies or organizations in the community that provide services to similar populations of individuals with disabilities (e.g., other employment services, mental health services, housing services, case management services).

These are possible questions to ask. You might come up with others that will help you collect the right information about services in your community.

3. Create a Resource Directory (10 pts).

Using the information you have gathered on community resources create a resource directory that is divided up into the different topic areas. The resource directory should be visually appealing and functional. If possible this resource directory should be shared with the teacher you worked with on your practicum.

CPSE 440 Final

Apr
21

Due: Friday, Apr 21 at 11:59 pm

This exam is closed everything. You are not allowed to use your textbook or another sources of information. You must complete this test in one sitting. The exam must be completed by April 21st at 11:59 pm, not started then. NO LATE FINALS WILL BE

Point Breakdown

Categories	Percent of Grade
Quizzes/Study Guides	26.92%
Exams	26.92%
Assignments	46.15%

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.

Schedule

Date	Column 1	Column 2
Week 1		
W Jan 11 Wednesday	Chapter 1- Transition: New Horizons and Challenges	Quiz 1- Ch 1 & 2 Opens
Week 2		
W Jan 18 Wednesday	Chapter 2- Self Determination: Getting Student Involved in Leadership Chapter 3- Families and Young People with Disabilities: Listening to Their Voices	Quiz 1- Ch 1 & 2 Closes
Week 3		
W Jan 25 Wednesday	Chapter 4- Individualized Transition Planning: Building the Roadmap to Adulthood Going Mobile	446 R-Time Commitment Sheet Transition Coalition Module: best practices in planning for transition Quiz 2- Ch 4 & 6 Opens

Week 4		
W Feb 01 Wednesday	Chapter 5- Multicultural Transition Planning: Including all Youth with Disabilities Chapter 6: Transition Planning and Community Resources: Bringing it All Together	Quiz 2- Ch 4 & 6 Closes Quiz 3- Ch 7 Opens
Week 5		
W Feb 08 Wednesday	Susan Loving, Utah State Board of Education Graduation requirements and legally compliant IEP's Chapter 7- Full Inclusion into Schools: Strategies for Collaborative Instruction	446R - Week 1 & 2 Reflection Paper Quiz 3- Ch 7 Closes
Week 6		
W Feb 15 Wednesday	Chapter 9- Secondary Curriculum and Transition Chapter 10- Assessment and Teaching for Transition UDL for Transition	Quiz 4- Ch 10 & 11 Opens
Week 7		
T Feb 21 Tuesday	Monday Instruction	
W Feb 22 Wednesday	Evidence Based Transition Practices- Test book Chapter 11- Teaching Social Skills and Promoting Supportive Relationships	446R - Week 3 & 4 Reflection Paper Quiz 4- Ch 10 & 11 Closes
Week 8		
W Mar 01 Wednesday	Transition Assessments- Transition Planning Inventory (TPI) and TAGG	Observation of an Entry Level Job Quiz 5- Ch 12 Opens
Week 9		
W Mar 08 Wednesday	Chapter 12- Using Technology from School to Adulthood: Unleashing the Power Guest Presenter- Dr. Kellems will be out of town.	446R - Week 5 & 6 Reflection Paper Quiz 5- Ch 12 Closes Quiz 6- Ch 15 Opens
Week 10		
W Mar 15 Wednesday	Video Modeling	Quiz 6- Ch 15 Closes
Week 11		
W Mar 22 Wednesday	No Class- Use the time to do your Co-Teaching Observation	446R - Week 7 & 8 Reflection Paper
Week 12		
W Mar 29 Wednesday	Co-Teaching Guest Lecture: Ben Springer, Wasatch County School District Coordinator of Special Education Chapter 15: Pursuing Postsecondary Education Opportunities for Students with Disabilities	Transition IEP Components Quiz 7- Ch 13 Opens
Week 13		

W Apr 05 Wednesday	Chapter 13: Securing Meaningful Work in the Community: Vocational Internships, Placements and Careers	446R - Transition Assessment Quiz 7- Ch 13 Closes 446R- Lesson Plan Co-teaching Observation 446 R- Prof/ Mentor Teacher Evaluation 446R - Week 9 & 10 Reflection Paper
Week 14		
W Apr 12 Wednesday	Chapters 16-20 Applications for Specific Disabilities	Community Mapping Assignment
Week 15		
T Apr 18 Tuesday		
W Apr 19 Wednesday	Summary of Performance Jeopardy	CPSE 440 Final Opens 440 Final Exam Due at 11:59pm NO LATE FINALS WILL BE ACCEPTED
Th Apr 20 Thursday	Winter Exam Preparation (04/20/2017 - 04/20/2017)	
F Apr 21 Friday	First Day of Winter Final Exams (04/21/2017 - 04/26/2017) Final Exam: Taken on LS Must be completed (not started) by 11:59 pm on April 21st.	CPSE 440 Final Closes
Sa Apr 22 Saturday		
Week 16		
W Apr 26 Wednesday		