

Instructor/TA Info

Instructor Information

Name: Katie Steed

Office Location: 340 MCKB

Office Phone: 801-422-1408

Office Hours: Thu 1:00pm-3:00pm

Or By Appointment

Email: katie_steed@byu.edu

Course Information

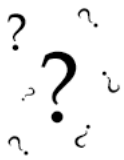

Description

Curriculum and instruction for students with severe special needs including adaptations, accommodations, transition, lesson planning, and teaching techniques.

Prerequisites

Successful completion of winter semester CPSE courses

Materials

Item	Price (new)	Price (used)
 <u>TEACHING MATH TO PEOPLE W/ DOWN SYNDROME</u> - Required by HORSTMEIER, D	26.95	20.25
 <u>MORE LANG ARTS MATH & SCIENCE FOR STUDENTS</u> - Required by BROWDER, D	54.95	41.25

Grading Policy

Late assignments will receive 10% off each day they are late. Assignments are due at the beginning of class. Completing assignments in a timely fashion is a necessary skill for success in this course, this major and your future career. Any level of dishonesty in your coursework could result in failing the course entirely. Within reason, accommodations may be made to the extent it will not effect the integrity of the course. Letters from The Accessibility Center must be submitted prior to any accommodations being made.

Per University Policy, all assignments are due by the last day of class.

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.

Participation Policy

Students will be graded on their participation level in class including: This is a screen-free classroom. If you need to text, please excuse yourself to the hallway to do so. Plan to actively participate in class and group discussions and please do not participate in activities that may be distracting to others and that do not pertain to the topic for class that day.

Attendance Policy

- Students are expected to attend each class period, come on time and stay the full duration. Being in class is a critical part of your knowing the content. If you need to miss class for any reason, please do not expect to earn the same amount of points as your peers who are present.

Classroom Procedures

Students will demonstrate administration competence for at least 6 selected assessment measures specifically used for the identification, classification, and placement of students into programs for exceptional children (e.g., learning disabled, emotionally disturbed, intellectual disabled, ELL, multicultural, autistic, etc.) and for educational programming purposes. Students may participate in demonstrating formal and informal assessment measures to other members of the class as part of the learning process. Students will demonstrate competence in the administration of formal assessment measures and then will conduct a minimum of 1 assessment on a child or adult specific to identifying strengths and weaknesses in student academic, intellectual, social, and behavioral skills.

Assignments

Assignment Description

Text Readings with Study Guides TLAMS Chapter 1

Sep
08

Due: Thursday, Sep 08 at 9:00 am

You will create a typed study guide with at least 10 questions and answers for each chapter of assigned reading from the text.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least 10 questions and answers		5
Questions reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

CBA

Sep
15

Due: Thursday, Sep 15 at 9:00 am

Based on Brigance derive 1 PLAAFP and 1 MAG then create a CBA to extend the Brigance test

CBA Rubric:(This may be conducted with 1 to 30 students)

Demographic information is presented accurately along with information on test administered and test results		5
PLAAFP is written in correct format including pertinent information from the Brigance, age/grade level, and why special education services are required		5
MAG is written with alignment to the PLAAFP is measurable, gives a criteria, allows for generalization, and is within reason for growth		5
CBA is written with alignment to PLAAFP and MAG, and it clearly extends the Brigance testing based upon classroom curriculum. Data sheets are included and at least 3 different examples are given to allow for generalization and multiple trials		15

TOTAL		30
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DI Rubric

Sep 22 Due: Thursday, Sep 22 at 9:00 am

Text reading chptr 3

Sep 22 Due: Thursday, Sep 22 at 9:00 am

study guide

Direct Instruction lesson plan

Sep 22 Due: Thursday, Sep 22 at 9:00 am

Submit a scripted Direct Instruction lesson plan

Chapter 12 Study Guide

Sep 29 Due: Thursday, Sep 29 at 9:00 am

Study Guide

TWS

Sep 29 Due: Thursday, Sep 29 at 9:00 am

Complete a TWS based off you CBA information. Template: TWS Final Project_453.docx [Download](#) ([plugins/Upload/fileDownload.php?fileId=824f0e36-481C-lufE-HJmt-jX91a3fe2510&pubhash=IX5YDnGtDB84txltpji-BrWp1K3E60AzNZBQXn45CYW8wCCmikYDOsVKpAC4CPg1gTfNTfUVvFBqqJd58TYQ==](#))

Text Reading chapters 8-9

Oct 06 Due: Thursday, Oct 06 at 9:00 am

Chapter 7 study guide

DI or D.T. Math Lesson Plan

Oct 06 Due: Thursday, Oct 06 at 9:00 am

Design a math focused D.I. or D.T. lesson plan **WITH A DATA SHEET**

Math Presentation

Oct 13 Due: Thursday, Oct 13 at 9:00 am

Rubric for Teaching Math to People with Down syndrome and other Hands-on Learners Presentation

Criteria	Points Earned	Possible
Explain Grey section on first page of Chapter		2
Explain at least 3 components within the chapter		9

Direct classmates to page #'s as necessary		2
Stay within 7 minute time limit		2
TOTAL		15

Study guide chapters 13-14

Oct
20

Due: Thursday, Oct 20 at 9:00 am

Complete 10 question and answer study guide

Direct Instruction Lesson Plan

Oct
27

Due: Thursday, Oct 27 at 9:00 am

Submit a DI lesson plan

Text Reading chptr 12

Oct
27

Due: Thursday, Oct 27 at 9:00 am

Study guide

Sudy guide chapters 4-7

Nov
03

Due: Thursday, Nov 03 at 9:00 am

Study guide

Scripted Direct Instruction Unit Lesson Plan

Nov
03

Due: Thursday, Nov 03 at 9:00 am

Submit a direct instruction lesson plan that aligns with your TWS

Adapting a text

Nov
03

Due: Thursday, Nov 03 at 11:00 am

In class assignment

Study guide chapters 10-11

Nov
10

Due: Thursday, Nov 10 at 9:00 am

Study guides

Para Lesson

Nov
10

Due: Thursday, Nov 10 at 11:00 am

in-class assignment

Iris Module

Nov
17

Due: Thursday, Nov 17 at 5:05 pm

Complete the Assessment Wrap Up questions for the following and Iris Modules:
http://iris.peabody.vanderbilt.edu/ebp_summaries/ (http://iris.peabody.vanderbilt.edu/ebp_summaries/)

http://iris.peabody.vanderbilt.edu/module/ebp_01/cresource/q2/p06/list-of-organizations/#content
(http://iris.peabody.vanderbilt.edu/module/ebp_01/cresource/q2/p06/list-of-organizations/#content)

Gardner's Mult Intel.

Dec
01

Due: Thursday, Dec 01 at 9:00 am

Answer Question: What are Gardner's Multiple Intelligences? One page cite your sources

Prof wksht

Dec
01

Due: Thursday, Dec 01 at 9:00 am

Read this document The First Days of School pgs. 9-56.pdf [Download \(plugins/Upload/fileDownload.php?fileId=ab43a92e-ahR9-6So5-hzGQ-MIb1809fa14d&pubhash=1MFkxHRja0LSOQt0KAJ23gAFH1tZIASvdEOSOUA8mt6oJO0b6CAUOJbzuqQOm7gU9zGFKyyWrHisMi1hZOp3Vg==\)](#) to answer the questions on this Professional Worksheet.doc [Download \(plugins/Upload/fileDownload.php?fileId=4787136a-P4ZA-xfDt-N2ax-XEdd9ad7fb1&pubhash=4jm9v9OwxPj6mmkLyxjKL-vW3AZrluk2j3HQqRYVjzs0GGxyPuU_88DXRsmehlq6e6_edsDgR9WGJAmDuKKy0w==\)](#) Submit the completed worksheet

7 habits

Dec
08

Due: Thursday, Dec 08 at 9:00 am

PAGE 2 of this article:
http://daddcec.org/Portals/0/CEC/Autism_Disabilities/Research/Publications/DDDEpress/DADD_11WintWebRev.pdf
Submit one page reflection

Inclusion

Dec
08

Due: Thursday, Dec 08 at 9:00 am

Come to class with 3 valid sources (parts of the law, court cases, quotes from experts in the field, scripture, etc) that help support your stand on inclusion with access to the common core for all students.

Final

Dec
15

Due: Thursday, Dec 15 at 11:59 pm

Final:

Point Breakdown

Categories	Percent of Grade
Assignments	100%

Schedule

Date	Column 1	Column 2
Week 1		

Th Sep 01 Thursday	<p>Course overview</p> <p>What is Curriculum?</p> <p>What is instruction?</p> <p>Assessment drives Instruction</p> <p>Brigance</p>	
Week 2		
Th Sep 08 Thursday	<p>Curriculum and Instruction</p> <p>Review Brigance</p> <p>Designing Curriculum Based Assessments</p> <p>PLAAFPS/MAGS</p>	Text Readings with Study Guides TLAMS Chapter 1
Week 3		
Th Sep 15 Thursday	<p>Application of CBA's</p> <p>Review PLAAFPS and MAGS</p> <p>Direct Instruction</p>	CBA
Week 4		
W Sep 21 Wednesday	<p>EXTRA CREDIT</p> <p>Attend and write a one page one reflection for either of the following lectures by Dr. Erik Carter</p> <p>College of Education, 115 MCKB 12:30 pm:</p> <p><i>Challenging Prevailing Practice: Rethinking Inclusive Education for Students with Autism and Intellectual Disability</i></p> <p>Over the past two decades, much attention has focused on how best to support students with severe disabilities to access rigorous, relevant learning opportunities within the general education classroom. An underlying presumption is that enrollment in inclusive classrooms expands the social opportunities of students, creates shared learning experiences alongside peers, and increases access to educators with content expertise. Yet there is growing concern regarding the prevailing approaches used to support students with severe disabilities to participate in these inclusive contexts. The heavy reliance on adult delivered support—particularly in the form of one-to-one paraprofessionals—can inadvertently hinder the very social and academic outcomes we hope for. This talk will address what my colleagues and I are learning about the promise and possibilities of peer-mediated interventions for enhancing the social lives and learning of students with autism and intellectual disability and as an alternative to the use of individually assigned paraprofessionals. It will also</p>	

highlight the challenges of getting the best

of what we know really works for students with disabilities to penetrate the everyday practices of schools and communities.

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

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

Equipping students with disabilities for a good life after high school is a central aim of both special education and national policy. Yet far too many adults with intellectual disability, autism, and other developmental disabilities are not flourishing. Although we have made great progress across 40 years of IDEA and 25 years of transition services, the gap between aspirations and outcomes remains wide and widespread for students with severe disabilities. This presentation will focus on how schools, communities, and families might move in ways that expand opportunities and change trajectories for young people with disabilities. Drawing upon nearly two decades of research and practice, Dr. Carter will reflect on some lessons learned about supporting strong transitions.

Th Sep 22 Thursday	CBA's/PLAAFPS/MAGS/TWS/Lesson Planning/Data Scope & Sequence Accessing the Utah Core: DLM	Text reading chptr 3 DI Rubric Direct Instruction lesson plan
Week 5		
Th Sep 29 Thursday	Review Assessment to Instruction Design CBA/PLAAFPS/MAGS/TWS/Lesson Plan/Data	TWS Chapter 12 Study Guide
Week 6		
Th Oct 06 Thursday	Enhancing Numeracy: (Browder) Math instructional Planning Sheet NCTM: Math Skills Functional Math	DI or D.T. Math Lesson Plan Text Reading chapters 8-9
Week 7		
Th Oct 13 Thursday	Math Instruction	Math Presentation
Week 8		

Th Oct 20 Thursday	Standards Based IEP's Graphing Data Collection Backward/Forward Chaining	Study guide chapters 13-14
Week 9		
Th Oct 27 Thursday	Review: Assessment drives instruction CBA to lesson planning IEP Bloom's Taxonomy	Text Reading chptr 12 Direct Instruction Lesson Plan
Week 10		
Th Nov 03 Thursday	Building Literacy	Sudy guide chapters 4-7 Scripted Direct Instruction Unit Lesson Plan Adapting a text
Week 11		
Th Nov 10 Thursday	Science Standards Working with Paras	Study guide chapters 10-11 Para Lesson Para Packet and article: http://cecblog.typepad.com/cec/2009/10/ellen-.html
Week 12		
Th Nov 17 Thursday	Out of Class Assignment: Perception of Disabilities	Iris Module
Week 13		
W Nov 23 Wednesday	No Classes	
Th Nov 24 Thursday	Thanksgiving Holiday	
Week 14		
Th Dec 01 Thursday	Multiple Intelligences Learning Theories Professionalism	Gardner's Mult Intel. Prof wksht
Week 15		
Th Dec 08 Thursday	Last Day of Fall Semester (08/29/2016 - 12/08/2016) Paradigms Personal Perspectives Philosophy of Education Inclusion	Inclusion 7 habits
Week 16		
Th Dec 15 Thursday	Final Due	Final

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.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010
"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU,

even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010