

## Instructor/TA Info

### Instructor Information

**Name:** Heidi Bussey



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## 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)
 <p><u>What Every Teacher Should Know About Adaptations...</u> - <i>Required</i> by Carter, N</p>	24.99	18.75
 <p><u>Teaching in Today's Inclusive Classrooms 3E</u> - <i>Required</i> by Gargiulo/Metcalf</p>	150.00	112.50

### Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

### Learning Outcomes

### 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.

### 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

#### Practicum Contract Sheet

May  
08

Due: Wednesday, May 08 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=93a44a4d-R2hC-rYVo-uAZ2-BG6e716626c9&pubhash=-](#)

[WizJniJCJrowOhSSqJPzzY1VHJeNgu2vjr9dcjkZ6fTLKX4XMbIxScXC44NO0-iu-gBxZSF\\_f\\_CEMQUntAw==\)](#)

.Contract Sheet.pdf [Download \(plugins/Upload/fileDownload.php?fileId=d160bd86-zlWI-Z44h-eL36-hi00e6caf9a1&pubhash=-acoOA-](#)

[RDEPNKTTIR41A0QzuybyPSmka8TpFeNwP9ulYNSxriYwpsmAMVI5xljKiHYMcbu12ptO-tgPRCiNU7g==\)](#)

Confidentiality form ConfAgreement (2).pdf [Download \(plugins/Upload/fileDownload.php?fileId=6a8ea228-VfxE-lvJP-25qs-ZA566dfe2c8a&pubhash=HKW5fxY4EPie2PcNoI6Cu\\_dV94OryMGvhv3qgWw-nZpy3F5q-eMH\\_k3AjfvcVHlc9ALxgikApXcbVXIAzRv7g==\)](#)

### Chapter 3

**08****Chapter 1****May  
08**

Due: Wednesday, May 08 at 12:59 pm

## Chapter 1 Exam

**RTI:(Part 1) An Overview****May  
13**

Due: Monday, May 13 at 12:00 pm

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

**Chapter 5****May  
13**

Due: Monday, May 13 at 12:59 pm

**Chapter 4****May  
15**

Due: Wednesday, May 15 at 12:59 pm

**Chapter 6****May  
20**

Due: Monday, May 20 at 12:59 pm

**Chapter 2****May  
22**

Due: Wednesday, May 22 at 12:59 pm

**Chapter 9****May  
29**

Due: Wednesday, May 29 at 12:59 pm

**Chapter 13****Jun  
03**

Due: Monday, Jun 03 at 12:59 pm

**Chapter 14****Jun  
05**

Due: Wednesday, Jun 05 at 12:59 pm

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**Jun  
10**Due: Monday, Jun 10 at 12:59 pm

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**Chapter 7**

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**Jun  
12**Due: Wednesday, Jun 12 at 12:59 pm

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**Final Presentation**

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**Jun  
17**Due: Monday, Jun 17 at 12:00 pm

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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.
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**
3. Describe the student's **disabling condition (the same category you signed up for)**. Which of the 13 special education categories will this child be service under and describe it--common characteristics? Discuss how the condition impacts learning.
4. Analyze the student's learning strengths and limitations.
5. **Write a PLAAFP (Present Level of Academic Achievement and Functional Performance)** for an academic **or** behavioral concern.
6. Develop an **intervention plan** using Tier 2 strategies for the area of concern.
  - a. Write a goal for student performance.
  - b. Plan what you will do and what others can do to meet the goal.
  - c. Describe how you will measure and report progress, and any accommodations needed for the student to be successful in all settings.
7. **Describe how you will teach** Describe 3 evidence based classroom accommodations that will facilitate learning. Explain why your accommodations are appropriate given the classroom environment and your student's profile.

**Total Time: 10 minutes**

Please sign up for a day and time for your presentation ([https://docs.google.com/spreadsheets/d/1vo1W5Ekr3ToBsQLEkt6dCrW4VQKYsNhUsTfDtIK\\_7PI/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1vo1W5Ekr3ToBsQLEkt6dCrW4VQKYsNhUsTfDtIK_7PI/edit?usp=sharing))

**Course Evaluations**

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**Jun  
18**Due: Tuesday, Jun 18 at 11:59 pm

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Please just submit and inform me if you filled out the course evaluation--you do not need to share your scores/feedback!

Thank you,  
Heidi Bussey

**Behavior Specific Praise**

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**Jun**

### **Behavior Specific Praise**

Teacher candidates will engage in a high rate of verbal behavior specific praise through the course of the field experience.

1. **Record praise and corrections** Provide 10 instances of behavior specific praise and record any observations you notice either immediately after, throughout the day, or changes in other surrounding students behavior. **(10 points)** Create a table with time, student, and description
2. **Reflect in writing on this experience.** Specifically, reflect on the observed change(s) in your behavior and the student's behavior, and other student's behavior, as a result of this experience. Share how you will apply what you learned from this assignment in your future classroom. Include at least one cited reference for an accommodation that addresses the use of praise. **(10 points)** 1-2 pages

### **Visit to the Resource Room (Interview)**

Jun  
19

Due: Wednesday, Jun 19 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 **two-page reflection** that adequately covers the following topics:

1. Background information and data/time of observation.
2. Resource teacher roles and responsibilities for educating students with disabilities. **(6 points)**
3. Unique components of a resource teacher's responsibilities in comparison to what you know about a general education teacher's role. **(2 points)**
4. 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. Background Information (5 pts.)

### **Final Exam Spring 2019**

Jun  
19

Due: Wednesday, Jun 19 at 11:59 pm

This is the final exam for CPSE 300. The exam will be open during finals week via Learning Suite. Good luck!

### **Final Reflection and Collaboration Justification**

### Individual Responses (2-3 pages)

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

### Case Study

Jun  
19

Due: Wednesday, Jun 19 at 11:59 pm

### Case Study (1-2 pages)

1. **Demographic** information for the student described.
  - a. Student's age, gender, grade
  - b. Family background
  - c. Experience in school
  - d. Learner challenges/at-risk characteristics
  - e. Student's interests (strengths and weaknesses)
2. Name the student's **disabling condition (the same category you signed up for)**.
3. **Write a PLAAFP (Present Level of Academic Achievement and Functional Performance)** for an academic **or** behavioral concern.
4. List any accommodations the student will need to be successful in the special education and general education setting (with justification).

### Schedule

Date	Column 1	Column 2
Week 1		
W May 01 Wednesday	Introduction to Course Introduction to Coursemate Disability Awareness & Person First Language CPSE300.2.pptx <a href="#">Download</a> Final Presentation Rubric <a href="#">Download</a> Case Study Example <a href="#">Download</a> Final Presentation Example <a href="#">Download</a> PracticumContractSheet <a href="#">Download</a>	Please select a partner for the disability presentation and submit your names on the linked <a href="#">Google Sheet</a> . Thanks! Prayer & Spiritual Thought <a href="#">Sign-up</a> Person First Language.pdf <a href="#">Download</a> <b>Chapter 1 Opens</b> <b>Chapter 3 Opens</b>
Week 2		

M May 06 Monday	<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>CPSE300.Session2.pptx <a href="#">Download</a></p>	<p><b>Read:</b> Garguilo &amp; Metcalf (2017) Chapters 1 &amp; 3</p>
W May 08 Wednesday	<p>CPSE300.2.2.pptx <a href="#">Download</a></p> <p>Practicum Contract Sheet DUE!</p>	<p><b>Read:</b> What Every Good Teacher Should Know (WETSKA) Part 1 p.1-40</p> <p><b>Chapter 1 Closes</b></p> <p><b>Chapter 3 Closes</b></p> <p><b>Chapter 5 Opens</b></p>
Week 3		
M May 13 Monday	<p>Learners with Low Incidence Disabilities</p> <p>CPSE300.2.3.pptx <a href="#">Download</a></p> <p>Complete James Anderson IEP.pdf <a href="#">Download</a></p> <p>Joe Student - SLD.pdf <a href="#">Download</a></p>	<p><b>Complete:</b> IRIS Module RTI: Part 1 <a href="http://iris.peabody.vanderbilt.edu/module/rti01-overview/">http://iris.peabody.vanderbilt.edu/module/rti01-overview/</a></p> <p><b>Read:</b> Garguilo &amp; Metcalf (2017) Chapter 5</p> <p><b>Chapter 5 Closes</b></p> <p><b>Chapter 4 Opens</b></p>
W May 15 Wednesday	<p>Learners with High Incidence Disabilities</p> <ul style="list-style-type: none"> <li>• Specific Learning Disabilities</li> <li>• Communication Disorder</li> </ul> <p>CPSE300.2.4.pptx <a href="#">Download</a></p> <p>LD.Checklist.pdf <a href="#">Download</a></p>	<p><b>Read:</b> Garguilo &amp; Metcalf (2017) Chapter 4</p> <p><b>Chapter 4 Closes</b></p> <p><b>Chapter 6 Opens</b></p>
Week 4		

M May 20 Monday	<p>Group Work</p> <p>ASD.docx <a href="#">Download</a></p> <p>CP.pdf <a href="#">Download</a></p> <p>Deafness.docx <a href="#">Download</a></p> <p>EBD.docx <a href="#">Download</a></p> <p>ID.docx <a href="#">Download</a></p> <p>ID.pdf <a href="#">Download</a></p> <p>MultipleDisabilites.pdf <a href="#">Download</a></p> <p>OHI.ADHD.docx <a href="#">Download</a></p> <p>SLD.docx <a href="#">Download</a></p> <p>SpinaBifida.pdf <a href="#">Download</a></p> <p>TBI.pdf <a href="#">Download</a></p> <p>Visual.pdf <a href="#">Download</a></p> <p>PLAFP Handout.pdf <a href="#">Download</a></p> <p>PLAAPF Statements.doc <a href="#">Download</a></p> <p>Sample Final Case Study</p> <p>Presentation1.pdf <a href="#">Download</a> Sample Final Case Study</p> <p>Presentation2.pdf <a href="#">Download</a></p> <p>Tier 2 Intervention</p> <p>Planrevised10_23.docx <a href="#">Download</a></p>	<p><b>Read:</b> Garguilo &amp; Metcalf (2017) Chapter 6</p> <p><b>Chapter 6 Closes</b> <b>Chapter 2 Opens</b></p>
W May 22 Wednesday	<p>Universal Design</p> <p>Gifted Learners</p> <p>CSPE300.2.6.pptx <a href="#">Download</a></p>	<p><b>Chapter 2 Closes</b> <b>Chapter 9 Opens</b></p>
Week 5		
M May 27 Monday	<b>Memorial Day</b>	
W May 29 Wednesday	Speaker (Caden and McKenna)	<p><b>Read:</b> WETSKA Part III p. 81-98</p> <p>Gargiulo &amp; Metcalf (2017) Chapter 9</p> <p><b>Chapter 9 Closes</b> <b>Chapter 13 Opens</b></p>
Week 6		
M Jun 03 Monday	<p>Assessing diverse learners</p> <p>Reading instruction for individuals with disabilities</p> <p>Language arts accommodations</p> <p>300.Assessment.LA.pptx <a href="#">Download</a></p>	<p><b>Read:</b> Gargiulo &amp; Metcalf (2017) Chapter 13</p> <p><b>Chapter 13 Closes</b> <b>Chapter 14 Opens</b></p>



W Jun 05 Wednesday	Math Instruction for Individuals with Disabilities 300.CPSE.Math.pptx <a href="#">Download</a>	<b>Read:</b> Gargiulo & Metcalf (2017) Chapter 14 <b>Chapter 14 Closes</b> <b>Chapter 11 Opens</b> <b>Review:</b> <a href="#">LDS Church website on disability</a>
Week 7		
M Jun 10 Monday	Social/Behavioral Accommodations (BIP/FBA) Collaboration Co-Teaching CPSE.300.BxCollab.pptx <a href="#">Download</a>	Chapter 11 <b>Chapter 11 Closes</b> <b>Chapter 7 Opens</b>
W Jun 12 Wednesday	Class Presentations	<b>Read:</b> Gargiulo & Metcalf (2017) Chapter 7 <a href="#">Final Exam Study Guide</a> <b>Chapter 7 Closes</b>
Week 8		
M Jun 17 Monday		
T Jun 18 Tuesday	<b>Spring Exam Preparation (06/18/2019 - 06/18/2019)</b>	
W Jun 19 Wednesday	<b>First Day of Spring Final Exams (06/19/2019 - 06/20/2019)</b>	
Th Jun 20 Thursday		

## 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

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university 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 all university employees in a teaching, managerial, or supervisory role to report all

of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

### **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