

Instructor/TA Info

Instructor Information

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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 Bundle (Loose-leaf Version + MindTap Access Card) - Required</u> by Gargiulo, R</p>	100.00	75.00

Grading Scale

Grades	Percent
A	95%
A-	90%
B+	87%
B	85%
B-	80%
C+	77%
C	75%
C-	70%
D+	65%
D	63%
D-	60%
E	0%

Analyze student's learning difficulties and plan appropriate accommodations.

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 handed at the **beginning** of class on the due date designated by the instructor. (This applies in the case of absences, also.) Scores will be lowered 10% for each day late. **Per University Policy, 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. If you get behind early in the semester, it becomes increasingly difficult to catch up.

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, stay the full duration, and be on time. During class, please use laptops and phones for class-related activities only. Do not work on future assignments during class lectures or discussions.

Concurrent Field Experience

Work a minimum of **10 hours** with a student with disabilities, or a student who is at risk of school failure.

Teacher candidates will submit case study assignments that relate to this volunteer work.

Assignments

Reading

You will be assigned reading from two different textbook for this course. Please read the chapters in their entirety before the start of class on the day they are assigned.

Interactive Quizzes

Complete the online quiz for each chapter.

As an alternative to the quizzes, you may submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

IRIS Modules

During this course, we will have two weeks of out-of-class assignments. You will read online modules and answer questions in place of attending class. Please work through each phase of the module, from the Challenge through the Wrap up. Submit your responses for the Assessment and Wrap-up Section. Write responses in complete sentences and in your own words.

Disability Presentation

- Briefly provide information about the disabling condition.
- Provide general suggestions for teaching students with this condition.
- Demonstrate a specific accommodation (e.g., multisensory learning, graphic organizer, mnemonic device, etc.)
- Create a handout for the class.
- Involve the class in the presentation (e.g., questions, guided notes, choral responding, brief activity).

Church Accommodation Assignment

Please select one of the two following case studies accompanied with the resources below, and write a two page response on how you could best support the needs of the leaders and parents. Be sure to cite how you used the resources provided to formulate your response. Resources are listed under the assignment description on Learning Suite.

Case Study #1:

A Primary President comes to you with concerns about a child named Jose in Sunbeams who has recently been diagnosed with Autism. In his last ward, his parents were asked to just stay with him in nursery at all times. In his new ward, the parents and his leaders would like to see him more fully integrated with his peers without having to have his parents right beside him. Jose gets easily over stimulated with noises and people, he struggles with sitting in his seat longer than a few minutes at a time, gets extremely bothered when things interrupt the typical routine and has a tendency to throw small objects because he likes to watch as they move through the air.

The Primary President has a background in Journalism and does not even know where to begin on how to work with a child with a disability. She has come to you because of your training in education at Brigham Young University. She would like to know what she could do to help Jose successfully access Primary to his fullest extent possible.

Case Study #2:

A Primary President comes to you with concerns about an 8 year old child named Sterling who has difficulty reading and is frequently disruptive in class. In his last ward, his parents were asked to just stay with him through their meeting times. In his new ward, the parents and his leaders would like to see him more fully integrated with his peers without having to have his parents with him. Sterling gets bored easily and frequently refuses to read any of the class materials. He makes noises and bothers the kids who sit next to him for the majority of the time.

The Primary President has a background in Journalism and does not even know where to begin on how to work with a child like Sterling. Sterling's parents are also frustrated, and his mom is frequently seen leaving church crying because she does not know how to handle him and help his primary teacher. The parents and primary president have come to you because of your training in education at Brigham Young University. She would like to know what she could do to help Sterling successfully access Primary.

Disability Awareness Assignment

You have three options for this assignment. Choose one of the following.

Family History Assignment

Most families have members who were born with obvious challenges, who were identified by the schools with a disability or disorder, or who became disabled in childhood or adulthood through physical or mental illness, accident, injury or aging. The purpose of this task is for you to learn more about those individuals and the history of your family's response to those persons. Interview your parents, grandparents and other older relatives to find out as much as you can about these family members.

If you have a good relationship with a family member who has a disability or has a child with a disability, you might choose to interview them about the impact of that disability on their lives, their hopes, their dreams, their nightmares, their challenges. Or you might choose to spend some time with them and reflect on what you learned that ties in with this class.

If you were identified as a student with a disability or were born with a significant physical difference or medical problem, you might choose to have a conversation with your parents about what it was like for them at the time you were identified and how they advocated for you and for themselves.

- Provide a concise, clear summary of how you went about your inquiry including dates, times, persons

- Describe your emotional, intellectual and behavioral responses to the exercise. How did the interview make you feel? What did it make you think? What did you want to do after conducting this interview?
- What has been discussed in class that ties into what you learned in the interview? Make direct reference to how you have integrated new understandings and made connections with class lectures, discussions, readings, and in-class activities.
- What did you learn about individuals with exceptionalities or cultural/personal response from completing this exercise?
- How do others in your family view this person with a disability? What is your perception of disabilities?

Personal Interaction Analysis

- Provide a summary of an interaction with an individual with disabilities that you engaged in or observed. This interaction should have occurred within the last year. Provide information about when and where the interaction took place, who was involved in the interaction, and what happened. Describe the person with a disability that the interaction revolved around. Please use first names only or pseudonyms to protect the confidentiality of those involved.
- Describe your initial response to the interaction, and then dig deeper. Reflect on your own personal response to the interaction. What assumptions were challenged? What did you learn from the interaction? Consider how this interaction compares and contrasts with what you are learning about individuals with disabilities.

Children's Literature Analysis

The purpose of this assignment is to analyze how individuals with disabilities are portrayed in children's literature. Read the book and briefly summarize the plot. Using what you are learning about specific disabling conditions, analyze whether the information presented is correct. Reflect on how this book impacts your perception of disabilities and determine if this book would be appropriate for a disability awareness lesson in your classroom.

- Your analysis should include the following:
 - The title and author of the book
 - A brief summary of the book
 - Describe your emotional, intellectual, and behavioral responses to the book. How did this book make you feel? What did it make you think? Did the book motivate you to do anything?
 - Analyze whether the information presented about the disabling condition is accurate. Be specific in providing examples from the book and comparing the information in the book with information available about the disabling condition.
 - Discuss how this book would influence children's perceptions of disability.
 - Describe how you would use this book to teach about disabilities. Would you use this book in your class? If you would, explain why. If not, explain your reasons for not using the book.

Field Experience Assignments

During this semester, you will work a minimum of **10 hours** with a student with disabilities, or a student who is at risk of school failure. Teacher candidates will submit case study assignments that relate to this volunteer work.

Practicum Contract Sheet & Confidentiality Agreement

Meet with your cooperating teacher and have them sign the Practicum Contract Sheet and Confidentiality Agreement. Submit in class by the deadline to receive full credit.

Practicum Reflection Log

The Practicum Reflection Log template is posted under the Content tab on Learning Suite. This assignment consists of four parts:

1. Log the time you spent working with the student, the date, location and activity
2. Describe the learning activity
3. List how you did to assist the child with the assigned learning activity.

You have two options for this assignment.

Option 1:

Create a praise note and present 10 praise notes to various students. The praise note must include the name of the student, the date given, the specific behavior being praised, and a graphic of some kind.

Option 2:

4:1 Praise to Correction Ratio Log

Teacher candidates will engage in a high rate of verbal praise through the course of the field experience. During your field work, write down your praise and corrective statements over three 10 minute periods.

Write a paragraph on this experience, specifically reflecting on the changes in your behavior and the students' behaviors as a result. Share how you will apply what was learned from this assignment in your future classroom.

Visit to Resource Room

Schedule a visit to the school's resource room by contacting the teacher in advance. During your visit discuss with the teacher his/her roles and responsibilities for educating students with disabilities.

The following are suggested points you might consider including in your 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.

Turn in the notes from your interview and write a two page report on this experience. Be sure to summarize what you learned from the resource teacher and share how this will influence your future teaching.

Practicum Written Report

At the conclusion of your field experience, you will write a three page report that includes the following criteria:

1. Describe your moral/ethical and legal responsibilities for educating students with disabilities (consider the 6 components of IDEA).
2. Analyze your response to working with students with learning challenges during your field experience. Provide specific examples of how you felt or how you interacted with the student. Discuss how your feelings influenced your teaching.
3. Describe how the knowledge you have acquired and your experience working with your student have shaped your perception of disability. Be specific and apply what you have learned in class.

In-Class Assignments

In-class assignments will be due at the end of the class period and cannot be made-up if you miss class.

Exit Tickets

Exit tickets are an assessment tool that teachers use to track student learning. They are also used to help students self-monitor and reflect on their own understanding of new content. Exit tickets will be assigned towards the end of each class period and due before the end of class.

F.A.T. City DVD Notes

You will submit your answers to questions based on the DVD F.A.T. City, which we will view in class.

Phonemic Awareness/Phonics

After learning about the Big 5 in reading instruction, you will answer questions to demonstrate your understanding.

Assignments

Exit Ticket 1

Sep
05Due: Wednesday, Sep 05 at 11:59 pm

Interactive Quiz 3

Sep
12Due: Wednesday, Sep 12 at 3:59 pm

Complete the online quiz for this chapter

OR

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

Disability Awareness Assignment

Sep
12Due: Wednesday, Sep 12 at 3:59 pm

You have three options for this assignment.

1. Family History Assignment
2. Personal Interaction Analysis
3. Children's Book Analysis

Family History Assignment**Summary of your inquiry**

Most families have members who were born with obvious challenges, who were identified by the schools with a disability or disorder, or who became disabled in childhood or adulthood through physical or mental illness, accident, injury or aging. The purpose of this task is for you to learn more about those individuals and the history of your family's response to those persons. Interview your parents, grandparents and other older relatives to find out as much as you can about these family members.

If you have a good relationship with a family member who has a disability or has a child with a disability, you might choose to interview them about the impact of that disability on their lives, their hopes, their dreams, their nightmares, their challenges. Or you might choose to spend some time with them and reflect on what you learned that ties in with this class.

If you were identified as a student with a disability or were born with a significant physical difference or medical problem, you might choose to have a conversation with your parents about what it was like for them at the time you were identified and how they advocated for you and for themselves.

Provide a concise, clear summary of how you went about your inquiry including dates, times, persons interviewed or interacted with, methods for inquiry, questions asked, and what you learned. **(5 points)**

Reflection (10 points)

Provide a well-developed reflection on your inquiry and analysis of your findings.

1. Describe your emotional, intellectual and behavioral responses to the exercise. How did the interview make you feel? What did it make you think? What did you want to do after conducting this interview?
2. What has been discussed in class that ties into what you learned in the interview? Make direct reference to how you have integrated new understandings and made connections with class lectures, discussions, readings, and in-class activities.
3. What did you learn about individuals with exceptionalities or cultural/personal response from completing this exercise?
4. How do others in your family view this person with a disability? What is your perception of disabilities?

sentence and paragraph construction should be present. People first language is always used.

Personal Interaction Analysis

Summary of Interaction (5 points)

Provide a summary of an interaction with an individual with disabilities that you engaged in or observed. This interaction should have occurred within the last year. Provide information about when and where the interaction took place, who was involved in the interaction, and what happened. Describe the person with a disability that the interaction revolved around. Please use first names only or pseudonyms to protect the confidentiality of those involved.

Reflection/analysis of personal interaction (10 points)

Describe your initial response to the interaction, and then dig deeper. Reflect on your own personal response to the interaction. What assumptions were challenged? What did you learn from the interaction? Consider how this interaction compares and contrasts with what you are learning about individuals with disabilities.

1. Describe your emotional, intellectual and behavioral responses to the interaction. How did this interaction make you feel? What did it make you think? What did you want to do after this interaction?
2. What has been discussed in class that ties into what you experienced in this interaction and the comments you've made? What was your personal reaction to the interaction or connections you made with what you've experienced or learned?
3. Do you think people would have a more positive attitude about people with exceptionalities if they interacted with this individual? If so, explain why? What negative attitudes or beliefs about people with disabilities do you think might be subtly or not so subtly reinforced?
4. What did you learn about individuals with exceptionalities from this interaction? What is your perception of disabilities?
5. Did you notice other peoples' reactions to this person? What were their perceptions of this person with a disability?

Your writing should be free of errors in writing mechanics, including spelling, punctuation, and grammar. Good sentence and paragraph construction should be present. People first language is always used.

Children's Literature Analysis

Summary of Analysis

The purpose of this assignment is to analyze how individuals with disabilities are portrayed in children's literature. Read the book and briefly summarize the plot. Using what you are learning about specific disabling conditions, analyze whether the information presented is correct. Reflect on how this book impacts your perception of disabilities and determine if this book would be appropriate for a disability awareness lesson in your classroom.

Analysis (15 points)

Your analysis should include the following:

1. The title and author of the book.
2. A brief summary of the book.
3. Describe your emotional, intellectual, and behavioral responses to the book. How did this book make you feel? What did it make you think? Did the book motivate you to do anything?
4. Analyze whether the information presented about the disabling condition is accurate. Be specific in providing examples from the book and comparing the information in the book with information available about the disabling condition.
5. Discuss how this book would influence children's perceptions of disability.
6. Describe how you would use this book to teach about disabilities. Would you use this book in your class? If you would, explain why. If not, explain your reasons for not using the book.

Your writing should be free of errors in writing mechanics, including spelling, punctuation, and grammar. Good sentence and paragraph construction should be present. People first language is always used.

Interactive Quiz 1

12

Complete the online quiz for this chapter

OR

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

Exit Ticket 2

Sep**12**

Due: Wednesday, Sep 12 at 11:59 pm

Interactive Quiz 2

Sep**19**

Due: Wednesday, Sep 19 at 3:59 pm

Complete the online quiz for this chapter

OR

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

Exit Ticket 3

Sep**19**

Due: Wednesday, Sep 19 at 11:59 pm

Interactive Quiz 4

Sep**26**

Due: Wednesday, Sep 26 at 3:59 pm

Complete the online quiz for this chapter

OR

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

Practicum Contract Sheet

Sep**26**

Due: Wednesday, Sep 26 at 3:59 pm

Give the attached letter to your Coopertaing Teacher and have the contractTeacher Letter.docx [Download \(plugins/Upload/fileDownload.php?fileId=a28b3624-ETrF-zSKk-h6xx-GE5f926eebad&pubhash=SFgY-IP61qiZSn7uyimjBzB1HPWWFRB0bBZWjbGpq2jndKYf18WnehmJWWYFYjAxobbuvSB7g7WlzBAYXxb59g==\)](#) completed and signed.Contract Sheet.pdf [Download \(plugins/Upload/fileDownload.php?fileId=a28b3624-ETrF-zSKk-h6xx-GE5f926eebad&pubhash=SFgY-IP61qiZSn7uyimjBzB1HPWWFRB0bBZWjbGpq2jndKYf18WnehmJWWYFYjAxobbuvSB7g7WlzBAYXxb59g==\)](#)

Interactive Quiz 5

**Sep
26**Due: Wednesday, Sep 26 at 3:59 pm

Complete the online quiz for this chapter

OR

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

Exit Ticket 4

**Sep
26**Due: Wednesday, Sep 26 at 11:59 pm

Disability Presentation

**Oct
03**Due: Wednesday, Oct 03 at 4:00 pm

Class PresentationsPresentation Requirements (5-7 minutes)

1. Briefly provide information about the disabling condition.
2. Provide general suggestions for teaching students with this condition.
3. Demonstrate a specific accommodation (e.g., multisensory learning, graphic organizer, mnemonic device, etc.)
4. Create a handout for the class.
5. Involve the class in the presentation (e.g., questions, guided notes, choral responding, brief activity).

F.A.T. City DVD Questions

**Oct
03**Due: Wednesday, Oct 03 at 5:59 pm

In class assignment

Exit Ticket 5

**Oct
03**Due: Wednesday, Oct 03 at 11:59 pm

Interactive Quiz 6

**Oct
10**Due: Wednesday, Oct 10 at 3:59 pm

Complete the online quiz for this chapter

OR

spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

Exit Ticket 6

Oct
10

Due: Wednesday, Oct 10 at 11:59 pm

Interactive Quiz 14

Oct
17

Due: Wednesday, Oct 17 at 11:59 pm

Complete the online quiz for this chapter

OR

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

Interactive Quiz 10

Oct
17

Due: Wednesday, Oct 17 at 11:59 pm

Complete the online quiz for this chapter

OR

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

Exit Ticket 7

Oct
17

Due: Wednesday, Oct 17 at 11:59 pm

RTI: (Part 1) AN OVERVIEW

Oct
24

Due: Wednesday, Oct 24 at 6:00 pm

"Rtl: (Part 1) An Overview"

<https://iris.peabody.vanderbilt.edu/module/rti01/>

Teacher candidates will complete the IRIS on-line module and submit answers to the assessment and wrap-up questions listed in the Assessment section of the module.

Work through each phase of the module, from the Challenge through the Wrap up. Submit your responses for the **Assessment and Wrap-up Sections**.

Please write responses in complete sentences and in your own words. Each module is worth 15 points.

Related Services: Common Supports for Students with Disabilities

Oct
24

Due: Wednesday, Oct 24 at 11:59 pm

<https://iris.peabody.vanderbilt.edu/module/rs/>

Teacher candidates will complete the IRIS on-line module and submit answers to the assessment and wrap-up questions listed in the Assessment section of the module.

Work through each phase of the module, from the Challenge through the Wrap up. Submit your responses for the **Assessment and Wrap-up Sections**.

Please write responses in complete sentences and in your own words. Each module is worth 15 points.

SOS: HELPING STUDENTS BECOME INDEPENDENT LEARNERS

Oct
31

Due: Wednesday, Oct 31 at 6:00 pm

"SOS: Helping Students Become Independent Learners"

<https://iris.peabody.vanderbilt.edu/module/sr/>

Teacher candidates will complete the IRIS on-line module and submit answers to the assessment and wrap-up questions listed in the Assessment section of the module.

Work through each phase of the module, from the Challenge through the Wrap up. Submit your responses for the **Assessment and Wrap-up Section**.

Please write responses in complete sentences and in your own words. Each module is worth 15 points.

Interactive Quiz 13

Nov
07

Due: Wednesday, Nov 07 at 3:59 pm

Complete the online quiz for this chapter

OR

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

Interactive Quiz 9

Nov
07

Due: Wednesday, Nov 07 at 3:59 pm

Complete the online quiz for this chapter

OR

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

Phonemic Awareness/Phonics

Nov
07

Due: Wednesday, Nov 07 at 4:00 pm

In class assignment.

Exit Ticket 8

Nov
07

Due: Wednesday, Nov 07 at 11:59 pm

Nov
14

Due: Wednesday, Nov 14 at 11:59 pm

Interactive Quiz 11**Nov**
14

Due: Wednesday, Nov 14 at 11:59 pm

Interactive Quiz 7**Nov**
28

Due: Wednesday, Nov 28 at 3:59 pm

Complete the online quiz for this chapter

OR

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

Exit Ticket 10**Nov**
28

Due: Wednesday, Nov 28 at 11:59 pm

Church Accommodation Assignment/Activity**Dec**
05

Due: Wednesday, Dec 05 at 3:59 pm

2 pages, double-spaced.

Please select one of the two following case studies accompanied with the resources below, and write a one page response on how you could best support the needs of the leaders and parents. Be sure to cite how you used the resources provided to formulate your response.

Case Study #1:

A Primary President comes to you with concerns about a child named Jose in Sunbeams who has recently been diagnosed with Autism. In his last ward, his parents were asked to just stay with him in nursery at all times. In his new ward, the parents and his leaders would like to see him more fully integrated with his peers without having to have his parents right beside him. Jose gets easily over stimulated with noises and people, he struggles with sitting in his seat longer than a few minutes at a time, gets extremely bothered when things interrupt the typical routine and has a tendency to throw small objects because he likes to watch as they move through the air.

The Primary President has a background in Journalism and does not even know where to begin on how to work with a child with a disability. She has come to you because of your training in education at Brigham Young University. She would like to know what she could do to help Jose successfully access Primary to his fullest extent possible.

Case Study #2:

A Primary President comes to you with concerns about an 8 year old child named Sterling who has difficulty reading and is frequently disruptive in class. In his last ward, his parents were asked to just stay with him through their meeting times. In his new ward, the parents and his leaders would like to see him more fully integrated with his peers without having to have his parents with him. Sterling gets bored easily and frequently

The Primary President has a background in Journalism and does not even know where to begin on how to work with a child like Sterling. Sterling's parents are also frustrated, and his mom is frequently seen leaving church crying because she does not know how to handle him and help his primary teacher. The parents and primary president have come to you because of your training in education at Brigham Young University. She would like to know what she could do to help Sterling successfully access Primary to his fullest extent possible. LDS Disability

Resources: <http://www.lds.org/topics/disability?lang=eng> (<http://www.lds.org/topics/disability?lang=eng>)

Members with disabilities: <http://www.lds.org/handbook/handbook-2-administering-the-church/selected-church-policies?lang=eng#21.1.26> (<http://www.lds.org/handbook/handbook-2-administering-the-church/selected-church-policies?lang=eng#21.1.26>)

Advice for Dad: <http://www.lds.org/tools/print/article/narrow/?lang=eng&url=/children/resources/tips/2012/0> (<http://www.lds.org/tools/print/article/narrow/?lang=eng&url=/children/resources/tips/2012/03>)

Examples of some of the ways that the Church seeks to welcome and integrate members with disabilities: <http://www.mormonnewsroom.org/article/disabilities>

LDS Disability Specialist Calling: <http://www.lds.org/callings/disability-specialist?lang=eng> (<http://www.lds.org/callings/disability-specialist?lang=eng>)

Exit Ticket 11

Dec
05

Due: Wednesday, Dec 05 at 11:59 pm

Final Presentation

Dec
12

Due: Wednesday, Dec 12 at 3:59 pm

The oral presentation will consist of a description of the case study you designed in your final project. You will create a powerpoint and present in class with your partner.

Please include the following:

1. **Demographic** information for the student described.
2. Describe your **moral/ethical and legal responsibilities** for educating students with disabilities. Be sure to cite specific laws as taught in CPSE 300.
3. Describe the student's **disabling condition**. Which of the 13 special education categories will this child be serviced under? Discuss how the condition impacts learning.
4. Analyze the student's learning strengths and limitations.
5. **PLAAFP (Present Level of Academic Achievement and Functional Performance)** for an academic **or** behavioral concern. (3-4 sentences)
6. **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.
7. **3 evidence based classroom accommodations** that will facilitate learning. Explain why your accommodations are appropriate given the classroom environment and your student's profile. Cite the source for these accommodations.
8. **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.

Total Time: 7 minutes**Practicum Written Report****Dec
15**

Due: Saturday, Dec 15 at 11:59 pm

3 pages, double-spaced.

1. Describe your moral/ethical and legal responsibilities for educating students with disabilities (consider the 6 components of IDEA).

2. Analyze your response to working with students with learning challenges during your field experience.

Provide specific examples of how you felt or how you interacted with the student. Discuss how your feelings influenced your teaching.

3. Describe how the knowledge you have acquired and your experience working with your student have shaped your perception of disability. Be specific and apply what you have learned in class.

Final Case Study Part 1**Dec
15**

Due: Saturday, Dec 15 at 11:59 pm

Final Project (100 points total)

This is a 2-part assignment. Part 1 (80 points) is described below. Part 2 (20 points) has its own place to turn it in.

(1) You will develop a hypothetical case study for your final project. You should draw on your experience in the school to complete this assignment. However, this case study project is hypothetical and is **not** a final report of your field experience. This project provides an opportunity for you to synthesize learning. Because collaboration is essential for meeting the needs of diverse learning, this is a collaboration project. You will work with a peer to complete this project (80 points).

The following should be included in your final project and each answer for questions 2-8 should be accompanied with an appropriate citation:

Part 1 (80 points)

1. **Demographic** information for the student described.

- Student's age, gender, grade (2 points)
- Family background (2 points)
- Experience in school (2 points)
- Learner challenges/at-risk characteristics (2 points)
- Student's interests (2 points)

2. Describe your **moral/ethical and legal responsibilities** for educating students with disabilities (6 points). Be sure to cite specific laws as taught in CPSE 300 (3 points).

3. Describe the student's **disabling condition**. Which of the 13 special education categories will this child be serviced under? (2 points) Discuss how the condition impacts learning (6 points). Use appropriate citation (2 points).

4. Analyze the student's learning strengths (4 points) and limitations (4 points). Use appropriate citation (2 points)

6. Develop an **intervention plan** using Tier 2 strategies for the area of concern.
 - a. Write a goal for student performance (2 points).
 - b. Plan what you will do (2 points) and what others can do (2 points) to meet the goal.
 - c. Describe how you will measure (2 points) and report progress (2 points).
7. **Choose a unit topic (eg: Life cycle of a butterfly) and describe how you will use Universal Design for Learning to teach the unit:** Specifically state how you will use Multiple means of: Representation (2 points), Engagement (2 points) and Expression (2 points) for this unit.
8. **Describe how you will teach your struggling student:** Describe 3 evidence based classroom accommodations (2 points each) that will facilitate learning. Explain why your accommodations are appropriate given the classroom environment (1 point each) and your student's profile (1 point each). Cite the source for these accommodations (1 point each).

Visit to the Resource Room

Dec
15

Due: Saturday, Dec 15 at 11:59 pm

1 page, double spaced.

Schedule a visit to the school's resource room by contacting the teacher in advance. During your visit discuss with the teacher his/her roles and responsibilities for educating students with disabilities.

The following are suggested points you might consider 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.

Turn in the notes from your interview and write a two page report on this experience. Be sure to summarize what you learned from the Resource Teacher and share how this influences your future teaching.

Class Presentations Reflections

Dec
15

Due: Saturday, Dec 15 at 11:59 pm

Presentation Reflections: Watch three different presentations from your peers. Write a 1/2 page reflection on EACH presentation for a total of 1 and a 1/2 pages of reflection.

What new information did you learn?

Were the accommodations appropriate for the lesson, classroom setting, and disability?

What changes would you make to their intervention strategies, unit, or UDL?

Praise Notes

Dec
15

Due: Saturday, Dec 15 at 11:59 pm

You have two options for this assignment.

Option 1:

2. Date
3. Specific behavior
4. Graphic (picture, sticker, etc.)

Option 2:

4:1 Praise to Correction Ratio Log

Teacher candidates will engage in a high rate of verbal praise through the course of the field experience. During your field work, write down your praise and corrective statements over three 10 minute periods.

Write a paragraph on this experience, specifically reflecting on the changes in your behavior and the students' behaviors as a result. Share how you will apply what was learned from this assignment in your future classroom. (See self-recording form in attachment for additional information)

Field Assignment #3.docx [Download \(plugins/Upload/fileDownload.php?fileId=69963642-rEKL-2Rih-vubT-tJa2444d5f6c&pubhash=Fd3lW-](#)

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Practicum Reflection Log

Dec

15

Due: Saturday, Dec 15 at 11:59 pm

The Practicum Reflection Log template is posted under the Content tab.

This assignment consists of four parts:

1. Log the time you spent working with the student, the date, location and activity
2. Describe the learning activity
3. List how or what you did to assist the child with the assigned learning activity
4. List and reference an accommodation that addresses the concern.

Field Assignment 2 - Practicum Reflection Log.docx [Download \(plugins/Upload/fileDownload.php?fileId=0adbfade-Pd0g-7Bur-tQ7l-Pldc79c2ebbc&](#)

[pubhash=Ti7dsBSwNxwwf9vCcrI0lctrlJy2LNofRIY2AB488XeGyh7eYBCbDI8PBzIM7mSrcAJSDMHxvR-AZCLmOorT8Q==\)](#)

Final Case Study Part 2

Dec

15

Due: Saturday, Dec 15 at 11:59 pm

This is a 2-part assignment. Part 1 (80 points) has its own plac to turn it in. Part 2 (20 points) is described below.

(2) You will describe your perceptions of disability and analyze how your experience and the knowledge you have gained in this class have shaped your perception of disability. You will also analyze your collaboration experience (20 points).

Typed Response. 1-2 pages

Part 2 (20 points)

Analyze **your perspective** working with students with disabilities. Describe how the knowledge you have acquired and your experience working with your student have shaped your perception of disability (5 points).

What did you enjoy learning and what was challenging for you? (5 points). Discuss how what you've learned in class will influence your teaching. Be specific. (5 points).

Analyze your collaboration experience. What did each of you contribute to the process (2 points)? Rate your contributions and your partner's contributions (1 to 5 scale – 5 outstanding, 1 completely inadequate) (1 point). Discuss your successes and/or challenges collaborating (2 points).

Schedule

Week 1			
W Sep 05 Wednesday	Introduction to Course Disability Awareness Misunderstood Minds Exit Ticket 1		
Week 2			
W Sep 12 Wednesday	Foundations of Special Education Teaching in Today's Classroom IEPs and 504 Plans Exit Ticket 2	Chapter 1 Chapter 3	Interactive Quiz 1 Interactive Quiz 3 Disability Awareness Assignment
Week 3			
W Sep 19 Wednesday	Universal Design for Learning Prereferral to Special Education Response to Intervention Exit Ticket 3	Chapter 2	Interactive Quiz 2
Week 4			
W Sep 26 Wednesday	Learners with High and Low Incidence Disabilities Learning Disability Autism Exit Ticket 4	Chapter 4 Chapter 5	Practicum Contract Sheet Interactive Quiz 4 Interactive Quiz 5
Week 5			
W Oct 03 Wednesday	Disability Presentations Exit Ticket 5 F.A.T. City DVD Questions		Disability Presentation
Week 6			
W Oct 10 Wednesday	Learning Disabilities F.A.T. City Other Diverse Populations Gifted, Diverse, At Risk	Chapter 6	Interactive Quiz 6

W Oct 17 Wednesday	Math Instruction for Individuals with Disabilities Instructional Strategies Exit Ticket 7	Chapter 10 Chapter 14	Interactive Quiz 10 Interactive Quiz 14
Week 8			
W Oct 24 Wednesday	NO CLASS		RTI: (Part 1) AN OVERVIEW Related Services: Common Supports for Students with Disabilities
Week 9			
W Oct 31 Wednesday	NO CLASS		SOS: HELPING STUDENTS BECOME INDEPENDENT LEARNERS
Week 10			
W Nov 07 Wednesday	Reading Instruction for Individuals with Disabilities Accommodations and Modifications Exit Ticket 8 Phonemic Awareness/Phonics	What Every Teacher Should Know About Accommodations Part III Chapter 9 Chapter 13	Interactive Quiz 9 Interactive Quiz 13
Week 11			
W Nov 14 Wednesday	Social/Behavioral Strategies Social/Behavioral Accommodations Exit Ticket 9	What Every Teacher Should Know About Accommodations Part 1 Chapter 11	Interactive Quiz 11
Week 12			
W Nov 21 Wednesday	No Classes		
Week 13			
W Nov 28 Wednesday	Collaboration Exit Ticket 10	Chapter 7	Interactive Quiz 7
Week 14			
W Dec 05 Wednesday	Gospel Perspectives on Disabilities Exit Ticket 11		Church Accommodation Assignment/Activity

W Dec 12 Wednesday	Final Presentations		Final Presentation
Th Dec 13 Thursday	Final Exam: 355 MCKB 5:45pm - 7:45pm		
F Dec 14 Friday	Fall Exam Preparation (12/14/2018 - 12/14/2018)		
Sa Dec 15 Saturday	First Day of Fall Final Exams (12/15/2018 - 12/20/2018)		Final Case Study Part 1 Final Case Study Part 2 Praise Notes Class Presentations Reflections Practicum Written Report Practicum Reflection Log Visit to the Resource Room
Week 16			
T Dec 18 Tuesday	Final Exam: W010 BNSN 2:30pm - 5:30pm		

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 incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report>

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