

## **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*

Teaching in Today's Inclusive Classrooms 3Edition - by Richard M. Gargiulo and Debbie Metcalf

## **Learning Outcomes**

### *Learning Difficulties and Accommodations*

Analyze student's learning difficulties and plan appropriate accommodations.

### *Special Needs Learning Characteristics*

Describe learning characteristics of students with special needs.

### *Assessment Plans and School Support*

Develop assessment plans to evaluate students' progress and collaborate with school experts to support student learning.

### *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*

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*

Candidates fulfill all duties and assignments, comply with all education laws and policies, and continue to improve professional practice.

## **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%

### Assignments/Projects

Assignment	Due Date	Points
IRIS Modules	<ol style="list-style-type: none"> <li>1. Module 1: IRIS: Related Services - Common Supports for Students with Disabilities Providers due <b>October 6</b></li> <li>2. Module 2: The Pre-Referral Process IRIS Module due <b>October 13</b></li> <li>3. Module 3: RTI Part 1 IRIS Module due <b>October 20</b></li> </ol>	5 pts each
		<i>15 pts total</i>
Quizzes	<p>Quiz 1 due by <b>September 7</b></p> <p>Quiz 2 due by <b>September 14</b></p> <p>Quiz 3 due by <b>September 21</b></p> <p>Quiz 4 due by <b>September 28</b></p> <p>Quiz 5 due by <b>October 5</b></p> <p>Quiz 6 due by <b>October 12</b></p> <p>Quiz 7 and 8 due by <b>October 19</b></p> <p>Quiz 9 due by <b>October 26</b></p> <p>Quiz 10 due by <b>November 2</b></p> <p>Quiz 11 due by <b>November 9</b></p> <p>Quiz 12 due by <b>November 16</b></p> <p>Quiz 13 due by <b>November 23</b></p>	10 pts each

	<p>Quiz 14 due by <b>November 30</b></p> <p>Quiz 15 due by <b>December 7</b></p>	
		<i>150 pts total</i>
Projects	<ol style="list-style-type: none"> <li>1. Disability Awareness Family History Project due <b>September 8</b></li> <li>2. Praise Note Project <b>September 22</b></li> <li>3. Analysis of Personal Interaction with an Individual with Disabilities Project due <b>November 3</b></li> <li>4. Disability Presentations <b>November 10</b></li> <li>5. Literacy Autobiography Project Due <b>November 17</b></li> <li>6. Children's Literature Analysis Project due <b>December 1</b></li> <li>7. Final Project due <b>December 17</b></li> </ol>	<p>10 pts</p> <p>40 pts</p> <p>10 pts</p> <p>50 pts</p> <p>50 pts</p> <p>50 pts</p> <p>100 pts</p> <p><i>310 pts total</i></p>
Other Assignments	<ol style="list-style-type: none"> <li>1. Complete the Parent/Gospel/Principal Perspective <b>September 29</b></li> <li>2. Church Accommodation Assignment <b>October 27</b></li> <li>3. Intelligent Lives Assignment <b>December 8</b></li> </ol>	<p>5 pts</p> <p>20 pts</p>

		10 pts
		<i>35 pts total</i>
Class Attendance and Participation	5 pts per class	75 pts
Total Points		585 pts

## Iris Modules

Module 1: IRIS: Related Services - Common Supports for Students with Disabilities Providers. Complete the online module (<https://iris.peabody.vanderbilt.edu/module/rs/>)

Submit your answers to the questions in the Initial Thoughts, Wrap- Up (revisiting initial thoughts), and Assessment sections. **Due October 6.**

Module 2: The Pre-Referral Process IRIS Module. Complete the module found here (<https://iris.peabody.vanderbilt.edu/module/preref/>)

Submit your answers to the questions in the Initial Thoughts, Wrap-Up (revisiting initial thoughts), and Assessment sections. **Due October 13.**

Module 3: RTI: Part 1 -Complete the online module (<https://iris.peabody.vanderbilt.edu/module/rti01-overview/>)

Submit your answers to the questions in the Initial Thoughts, Wrap-Up (revisiting initial thoughts), and Assessment sections. **Due October 20.**

## Quizzes

**You will complete a quiz for each chapter. Please submit the quiz to Learning Suite by 11:59 pm by due date. There are 15 quizzes.**

Quiz 1 due by September 7

Quiz 2 due by September 14

Quiz 3 due by September 21

Quiz 4 due by September 28

Quiz 5 due by October 5

Quiz 6 due by October 12

Quiz 7 and 8 due by October 19

Quiz 9 due by October 26

Quiz 10 due by November 2

Quiz 11 due by November 9

Quiz 12 due by November 16

Quiz 13 due by November 23

Quiz 14 due by November 30

Quiz 15 due by December 7

## **Projects**

### **Disability Presentation**

Work with a partner to make a class presentation describing a student with your assigned disability. This is a collaborative assignment and must be completed with a partner to receive full credit. Your presentation should include the following:

*Presentation Requirements (6 minutes)*

1. **Disability Information:** Provide information about common traits of the condition, information on how it impacts their progress to access the general curriculum, and prevalence information.
2. **Suggestions for Instruction:** Provide general suggestions for teaching students with this condition. Demonstrate a specific accommodation (e.g., multi-sensory learning, graphic organizer, mnemonic device, etc.)
3. Create a handout for the class or find a video with information on the disability. If choosing a video, please keep it under 3 minutes. Videos must be from a reliable source.
4. Provide a copy of your presentation to the instructor.

### **Praise Project**

*Part A - Praise Notes*

1. Create a praise note. (3 points) One copy of your praise note template must be submitted to receive maximum points. The praise note should include spaces for:
  - a. The name of the student.
  - b. The specific behavior the student engaged in that day
  - c. Your signature.
2. Present 10 praise notes to various students. Keep a log of who received the note (a variety of student names should be listed), the date, and the specific behavior that prompted the note. Use the template provided in the attachment. (10 points)
3. Reflect on this experience in writing. Specifically, reflect on the observed change(s) in your behavior and the student's behavior as a result of this experience. Share how you will apply what you learned from this assignment in your future classroom. (7 points)

*Part B: 4:1 Praise: Correction Ratio*

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

1. Record praise and corrections over ten 10-minute periods using the template provided in the attachment. (10 points)
2. Reflect on this experience in writing. Specifically, reflect on the observed change(s) in your behavior and the 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)

PBS Project document on Learning Suite

### **Disability Awareness Family History Project**

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. (4 points)

### **Reflection**

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? (1.5 point)
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. (1.5 point)
3. What did you learn about individuals with exceptionalities or cultural/personal response from completing this exercise? (1.5 point)
4. How do others in your family view this person with a disability? What is your perception of disabilities? (1.5 point)

5. Demonstrate correct writing mechanics, including spelling, punctuation, and grammar. Appropriate sentence and paragraph construction should be present. Person first language is **always** used.

### **Analysis of Personal Interaction with an Individual with Disabilities Project**

#### *Summary of Interaction*

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*

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 points)
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? (2 points)
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? (2 points)
4. What did you learn about individuals with exceptionalities from this interaction? What is your perception of disabilities? (2 points)
5. Did you notice other peoples' reactions to this person? What were their perceptions of this person with a disability? (2 points)

### **Children's Literature Analysis Project**

The purpose of this assignment is to analyze how individuals with disabilities are portrayed in children's literature. Whether online or through a library resource, read 20 children's literature books with characters with disabilities.

1. Create a chart with the following information:
  - a. Title, Author, Illustrator of the book.
  - b. Brief summary of the plot.
  - c. Demographic information about character with a disability (include race, gender, age, ethnicity.)
  - d. Describe the character's disability as portrayed in the book.
2. Analysis
  - a. Using what you are learning about specific disabling conditions, analyze whether the information presented about each character is accurate. Be specific in providing examples from the book and comparing the information in the book with information available about the disabling condition.
  - b. 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.
  - c. Discuss how this book would influence children's perceptions of disability.
  - d. 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.

- e. Note any stereotyping.
- f. Finally compare and contrast characters across your chart. Are there any patterns? What do you notice?

### **Literacy Autobiography Project**

Your Literacy Autobiography should include the following:

1. The Self-Reflection – please include:
  - A time line of when you learned to read to the best of your memory.
  - A time line of when you learned to write to the best of your memory.
  - How did you learn to read and write?
  - What activities (if any) did you engage in at your home that supported your reading and writing development?
  - Did reading and writing come easily? Explain how and why?
  - Was learning to read and write difficult? Explain how and why?
  - List favorite books.
  - Did you visit the library outside of school growing up? Explain.
  - What is your experience in working with students who struggle in reading and writing?
  - What do you think are the best ways (strategies) to teach a struggling reader to read? Struggling writer to write? Why?
  - Remember to give background information to give reader some context (This is where you include major reading/writing milestones, age, grade, memories of teachers and/or parental support during this process?)
2. The Interviews- you must interview 3 people and ask them the above questions. You must have one interview from a person of a different gender than you. You must also have one interview from a person from a different racial or ethnic group than you.
3. The Summary
  - Synthesize and summarize information you collected in steps one and two.
  - Compare and contrast the information you collected from your interviews and your self-reflection.
  - Include a section reflecting on why you have been asked to complete this assignment for this class. What insights have you discovered?
  - How will you use the information you have discovered in your work as an educator, specifically working with those who may have disabilities?
  - Be prepared to share in class.



## Final (due December 17)

### Final Project (100 points)

This is a 2-part assignment.

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).
2. You will describe your perceptions of the disability and analyze how your experience and the knowledge you have gained have shaped your perception of the disability. You will also analyze your collaboration experience. This will be submitted as a separate assignment. (20 points).

The following should be included in your final project. (Your final presentation is a separate assignment. Please submit a write-up, not your presentation slides.)

### Part 1 (80 points)

1. Demographic information for the student described.
  - a. Student's age, gender, grade (1 point)
  - b. Family background (1 point)
  - c. Experience in school (1 point)
  - d. Learner challenges/at-risk characteristics (1 point)
  - e. Student's interests (1 point)
2. Describe your legal responsibilities for educating students with disabilities as outlined in IDEA. Be sure to name and describe all 6 components as taught in CPSE 300. (6 points). Identify and describe one other law that relates to teaching children (4 points). Also describe your moral/ethical responsibilities. (5 points)
3. Describe the student's disabling condition. Which of the 13 special education categories will this child be serviced under? (4 points) Discuss how the condition impacts learning? (6 points). Use appropriate citation (2 points).
4. Analyze the student's learning strengths (5 points) and limitations (5 points).
5. Write a PLAAFP (Present Level of Academic Achievement and Functional Performance) for an academic or behavioral concern. Be sure to follow the format that was taught in CPSE 300. Refer to the PLAAFP handout on LS for a guideline (10 points).
6. Develop an intervention plan using Tier 2 strategies for the area of concern.
  - a. Write a goal for student performance. The goal should follow the format that was taught in CPSE 300. You can refer to the PLAAFP handout on LS for a guideline. (4 points).
  - b. Plan what you will do (4 points) and what others can do (2 points) to meet the goal.
  - c. Describe how you will measure (4 points) and report progress (2 points).
7. Describe how you will teach. List 3 evidence based classroom accommodations (3 points) that will facilitate learning. Explain why your accommodations are appropriate given the classroom environment

and your student's profile (2 points for each accommodation, 6 points total). Cite the source for these accommodations (3 points).

Both partners will submit identical write-ups for part 1. Remember to put your partner's name at the top of the assignment as well as your own.

Part 2 (20 points)

\*Note: Please submit this as a separate assignment under Final Case Study (Part 2).

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 (5 points). Discuss how your feelings influenced your teaching (5 points). Describe how the knowledge you have acquired and your experience working with your student have shaped your perception of disability (5 points). Be specific.
2. 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).

## Assignments

1. Complete the Parent/Gospel/Principal Perspective Survey found [here](https://forms.gle/RVAysR98qFgocRwg9) (<https://forms.gle/RVAysR98qFgocRwg9>)
2. Church accommodation assignment
  - a. Please select one of the two case studies below, and write a two-page response on how you could best support the needs of the leaders and parents. Be sure to cite two of the provided references. Include two specific accommodations, techniques, or attitudes from your cited references that could be used in the scenario as you 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 the fullest extent possible.

OR

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 other children 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 to his fullest extent possible.

Resources:

- Scriptures
- Church Topics: Disability <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>
- Teaching The Spirits: <http://education.byu.edu/media/watch/352>
- Advice for Dad:  
<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>
- Teaching The Spirits video: <http://vimeo.com/72974375>
- LDS Disability Specialist Calling: <http://www.lds.org/callings/disability-specialist?lang=eng>

3. After watching the film "Intelligent Lives" write a one-page (double spaced) review of the film. Please include enough details so I can be sure you watched the entire film.

CPSE 300

Instruction Day	Class Readings: (before class)	Assignment Due:
September 1, 2021	Introduction, Syllabus Overview  Chapter 1, Teaching in Today's Inclusive Classroom	Quiz 1 due by September 7.
September 8, 2021	Chapter 2, Introducing Universal Design for Learning	Disability Awareness Assignment Family History Project  Quiz 2 due by September 14
September 15, 2021	Chapter 3, Policies, Practices, and Processes for Special Education and Inclusive Education	This is an IN class activity  PLAAFP Handout will be posted on Learning Suite  Quiz 3 due by September 21
September 22, 2021	Chapter 4, Diversity in the Classroom: Learners with High-Incidence Disabilities	Praise Note Project  Quiz 4 due by September 28

September 29, 2021	Chapter 5, Diversity in the Classroom: Students with Low-Incidence Disabilities	<p>Complete the Parent/Gospel/Principal Perspective Survey found <a href="https://forms.gle/RVAysR98qFgocRwg9">here</a> (<a href="https://forms.gle/RVAysR98qFgocRwg9">https://forms.gle/RVAysR98qFgocRwg9</a>)</p> <p>Quiz 5 due by October 5</p>
October 6, 2021	<p>Chapter 6, Learners with Gifts, Talents, Learners Who are Culturally and Linguistically Diverse, and Other Learners at Risk</p>	<p>IRIS: Related Services - Common Supports for Students with Disabilities Providers</p> <p>Complete the online module (<a href="https://iris.peabody.vanderbilt.edu/module/rs/">https://iris.peabody.vanderbilt.edu/module/rs/</a>) and submit your answers to the questions in the Initial Thoughts, Wrap- Up (revisiting initial thoughts), and Assessment sections.</p> <p>Quiz 6 due by October 12</p>
October 13, 2021	<p>ASYNCH CLASS</p> <p>Chapter 7, Collaboration and Cooperative Teaching: Tools for Teaching All Learners and Chapter 8, Designing Learning That Works for All Students</p>	<p>The Pre-Referral Process IRIS Module</p> <p>Complete the module found here (<a href="https://iris.peabody.vanderbilt.edu/module/preref/">https://iris.peabody.vanderbilt.edu/module/preref/</a>)</p> <p>Submit your answers to the questions in the Initial Thoughts, Wrap-Up (revisiting initial thoughts), and Assessment sections.</p> <p>Quiz 7 and 8 due by October 19</p>
October 20, 2021	Chapter 9, Assessing and Evaluating Learner Progress	<p>Complete the online module (<a href="https://iris.peabody.vanderbilt.edu/module/rti01-overview/">https://iris.peabody.vanderbilt.edu/module/rti01-overview/</a>) and submit your answers to the questions in the Initial Thoughts, Wrap-Up (revisiting initial thoughts), and Assessment sections.</p> <p>Quiz 9 due by October 26</p>
October 27, 2021	Chapter 10, Selecting Instructional Strategies for Teaching All	<p>Church Accommodation Assignment</p> <p>Quiz 10 due by November 2</p>
November 3, 2021	Chapter 11, Selecting Behavioral Supports for All Learners	<p>Analysis of Personal Interaction with an Individual with Disabilities Project</p> <p>Quiz 11 due by November 9</p>

November 10, 2021	Chapter 12, Assistive Technologies and Innovative Learning Tools	Disability Presentations Quiz 12 due by November 16
November 17, 2021	Chapter 13, Creating Literacy-Rich Environments for All Learners	Literacy Project Due Quiz 13 due by November 23
November 24, 2021	No Class	No Class
December 1, 2021	Chapter 14, Developing an Understanding of Mathematics in All Learners	Children's Literature Analysis Project Quiz 14 due by November 30
December 8, 2021	Chapter 15, Teaching Critical Content in Science and Social Studies to All	Intelligent Lives Assignment  After watching the film "Intelligent Lives" and complete film review on the film. Please include enough detail so I can be sure you watched the entire film.  Quiz 15 due by December 7
December 17, 2021		Final Project Due

















