

## Instructor/TA Info

### Instructor Information

**Name:** Blake Hansen

**Office Location:** 340-C MCKB

**Office Phone:** 801-422-4691

**Email:** blake\_hansen@byu.edu

## Course Information



### Description

This course prepares participants to teach beginning and remedial reading and language arts by using explicit instructional methods developed and validated by recent research in the field of intellectual and developmental disabilities. The course includes assessment, placement, and instruction for letter names and sounds, new vocabulary, fluency, comprehension, handwriting, spelling, grammar, and written expression.

### Prerequisites

Severe cohort placement or instructor permission.

### Materials

Item	Price (new)	Price (used)
 <p><u>POWERFUL WRITING STRATS FOR STUDENTS</u> - <i>Required</i> by Harris, K</p>	44.95	33.75
 <p><u>PACKET Educator's Practice Guides: Teaching Reading / Language Arts to Students with Disabilities</u> - <i>Required</i> by IES</p>	24.75	

### Learning Outcomes

#### Assessment for planning and instructing reading.

1. Assess individual student learning needs for reading and language arts to create IEPs and plan instruction.

#### Core curriculum for reading and language arts

2. Plan effective core curriculum instruction to meet individual student needs.

#### Instruction for reading and writing

3. Demonstrate effective instruction for reading and writing.

#### Progress monitoring for reading and writing

4. Demonstrate the use of progress monitoring data to make instructional decisions.

### Grading Scale

Grades	Percent
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A-	90%
B+	88%
B	84%
B-	80%
C+	78%
C	74%
C-	70%
D+	68%
D	64%
D-	60%
E	0%

### Grading Policy

Please turn assignments in on time. Assignments will lose 10% for every day that they are late regardless of your excuse. All assignments will be turned in on Learning Suite. Unusual circumstances may arise that require an accommodation. Please obtain a doctor's note or letter from one of the university offices that would clearly define the need for an accommodation.

### Participation Policy

Participation is expected in this course. Reading course materials, completing assignments, and seeking to find your own interests in the topic will be crucial for your development as a pre-service teacher. Please respect others by arriving on time, talking when it is appropriate, and working to improve your skills so you can be the best professional you can be.

### Attendance Policy

Please attend class each class period. The best way to integrate your reading, study, and practice is to come to class and be ready to discuss content. Though I have some flexibility in the course, please do not interpret this as me having low expectations for you. It is important to attend class so that you can be ready to adapt to any changes that may come your way.

### Classroom Procedures

We begin class with a prayer. I provide didactic content largely through lecture and discussion.

### Study Habits

Study the course material. Consider how it corresponds to observations you have made in the past regarding the target population that you want to serve. For example, if you wish to work with kindergarten age children with severe and profound disabilities, please consider the outcomes you wish to see, but focus on the present and how what you choose today will impact them in the future to be more independent adults.

## Assignments

### Assignment Descriptions

#### Sundberg and Michael

Jan  
15

Due: Tuesday, Jan 15 at 11:59 pm

Article Summary 1

#### Lesson Plan 1

**30**

Phonological Awareness

**CEC Week Module****Feb****01**

Due: Friday, Feb 01 at 11:59 pm

3 Objectives based on the reading from the Foundational Skills reading assignment

1 nonverbal

3 operationally defined interventions.

3 CBMs with measures created.

**Article Summary 2****Feb****25**

Due: Monday, Feb 25 at 11:59 pm

Article Summary 2

Browder et al 2006

Which strategies have been used most frequently?

Of the Big 5, which have groups of skills (phonemic awareness, phonics, fluency, vocabulary, and comprehension) have the strongest evidence base?

Which type of research is most needed?

**Lesson Plan 2****Feb****27**

Due: Wednesday, Feb 27 at 11:59 pm

Phonics

**Mid Semester Quiz****Mar****06**

Due: Wednesday, Mar 06 at 11:59 pm

**Lesson Plan 3****Mar****13**

Due: Wednesday, Mar 13 at 11:59 pm

Fluency

**Article Summary 3**

**18**

Lemons et al

Describe each element of the intervention and why it is used for individuals with Down Syndrome.

**Lesson Plan 4****Mar  
27**

Due: Wednesday, Mar 27 at 11:59 pm

Vocabulary

**Lesson Plan 5****Apr  
03**

Due: Wednesday, Apr 03 at 11:59 pm

Comprehension

**Article Summary 4****Apr  
08**

Due: Monday, Apr 08 at 11:59 pm

Allor et al 2010

Which components were used?

If you were going to use this method with a similar population, which components do you feel are most important?

What were the important findings? For whom was this method effective, for whom was it ineffective?

**Lesson Plan 6****Apr  
10**

Due: Wednesday, Apr 10 at 11:59 pm

Writing

**Intact Verbal Skills Student****Apr  
17**

Due: Wednesday, Apr 17 at 11:59 pm

Progress monitoring for a student who has intact verbal skills for 3 weeks. Students will select a verbal progress monitoring assessment at the level of a student and monitor their progress over 3 weeks and graph progress.

Turn in the following:

- 1) Description of the student, including IQ, age, race/ethnicity, gender, description of disability, and summary of speech/language/academic testing available. Use pseudonym.
- 2) Description of the assessment that was be used to evaluate progress at the student's level. Include a reference.
- 3) Graph the data over 3 weeks. Note: there may be multiple data points per week.

**Discrete Trial Intervention Program Book**

**Apr  
17**

Due: Wednesday, Apr 17 at 11:59 pm

Create intervention program examples for 10 discrete interventions. Interventions will be based on studies that you find. All interventions must include the following elements:

- 1) APA reference for the intervention.
- 2) Intervention steps / procedures
- 3) SD (sometimes there is a scripted SD that describes the intervention to the learner)
- 4) Target response / data collection
- 5) Consequence / error correction (if used)
- 6) Mastery criterion for data-based decision making

### Minimally Verbal Student

**Apr  
17**

Due: Wednesday, Apr 17 at 11:59 pm

Progress monitoring for a student who has minimal verbal skills for 3 weeks. Students will select a nonverbal progress monitoring assessment at the level of a student and monitor their progress over 3 weeks and graph progress.

Turn in the following:

- 1) Description of the student, including IQ, age, race/ethnicity, gender, description of disability, and summary of speech/language/academic testing available. Use pseudonym.
- 2) Description of the assessment that was be used to evaluate progress at the student's level. Include a reference.
- 3) Graph the data over 3 weeks. Note: there may be multiple data points per week.

### Final Exam

**Apr  
22**

Due: Monday, Apr 22 at 2:00 pm

### Point Breakdown

Categories	Percent of Grade
Exams	37.5%
Article Summaries	10%
Skill Building Programs	42.5%
Intervention Case Study	0%
Progress Monitoring	10%

## 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

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](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.

### Schedule

Date	Column 1	Column 2
Week 1		
M Jan 07 Monday		
W Jan 09 Wednesday		
Week 2		
M Jan 14 Monday		
T Jan 15 Tuesday	<b>Sundberg and Michael</b>	
W Jan 16 Wednesday	Reading: Pullen and Justice	
Week 3		
M Jan 21 Monday	<b>Martin Luther King Jr Day</b>	
W Jan 23 Wednesday		
Week 4		
M Jan 28 Monday		
T Jan 29 Tuesday		
W Jan 30 Wednesday	<b>Lesson Plan 1</b>	
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M Feb 04 Monday		
W Feb 06 Wednesday		
Week 6		
M Feb 11 Monday		
W Feb 13 Wednesday		
Week 7		
M Feb 18 Monday	<b>Presidents Day</b>	
T Feb 19 Tuesday	<b>Monday Instruction</b>	
W Feb 20 Wednesday		
Week 8		
M Feb 25 Monday	<b>Article Summary 2</b>	
W Feb 27 Wednesday	<b>Lesson Plan 2</b>	
Week 9		
M Mar 04 Monday	<b>Mid Semester Quiz Opens</b>	
W Mar 06 Wednesday	<b>Mid Semester Quiz Closes</b>	
F Mar 08 Friday		
Week 10		
M Mar 11 Monday		
W Mar 13 Wednesday	<b>Lesson Plan 3</b>	
Week 11		
M Mar 18 Monday	<b>Article Summary 3</b>	
W Mar 20 Wednesday		
Week 12		
M Mar 25 Monday		
W Mar 27 Wednesday	<b>Lesson Plan 4</b>	
Week 13		
M Apr 01 Monday		
W Apr 03 Wednesday	<b>Lesson Plan 5</b>	
Week 14		
M Apr 08 Monday	<b>Article Summary 4</b>	
W Apr 10 Wednesday	<b>Lesson Plan 6</b>	
F Apr 12 Friday		
Week 15		
M Apr 15 Monday		
W Apr 17 Wednesday	<b>Discrete Trial Intervention Program Book</b> <b>Intact Verbal Skills Student</b> <b>Minimally Verbal Student</b> <b>Final Exam Opens</b>	

M Apr 22 Monday	Final Exam: 331 MCKB 11:00am - 2:00pm <b>Final Exam Closes</b>	
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