

Instructor/TA Info

Instructor Information

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TA Information

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Course Information

Description

CPSE 440 Curriculum and instruction for secondary special needs students including adaptations, accommodations, and transition-related planning and instruction.

CPSE 446R Practicum for Curriculum and Instruction (a total of 20 hours is required for the course)

Completion of practicum hours will reflect grade for CPSE 440R. The practicum can not be passed without at least 15 hours completed.

Prerequisites

Passing grades in all Fall semester CPSE courses

Materials

| Item | Price (new) | Price (used) |
|--|-------------|--------------|
|  Your Complete Guide to Transition Planning and Services - <i>Required</i> by Morningstar, M | 29.95 | 22.50 |

Learning Outcomes

History and foundations of secondary school special education

1. Describe the historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice of transition/secondary special education.

Services and strategies for secondary school special education

2. Describe evidence-based and culturally sensitive services, instructional strategies, learning experiences, and learning materials for secondary students with disabilities.

Assessment and technology for secondary school special education

3. Use appropriate assessment, adaptations and technology for individuals with disabilities.

Transition for secondary students with disabilities

4. Use evidence-based and culturally sensitive resources and techniques for transitioning individuals with disabilities into and out of school and post-school environments.

Grading Scale

| Grades | Percent |
|--------|---------|
| A | 90% |

| | |
|----|-----|
| B+ | 87% |
| B | 83% |
| B- | 80% |
| C+ | 77% |
| C | 73% |
| C- | 70% |
| D+ | 67% |
| D | 63% |
| D- | 60% |
| E | 0% |

Grading Policy

Assignments are due prior to the start of class. Any assignments turned in after that are considered late.

Assignments can be turned in late for 1 week for 1/2 credit. After a week assignments will not be accepted.

Participation Policy

Attendance is a professional expectation. Regular attendance will be taken. An unexcused absence will count against your grade; an excused absence will not. Students are expected to be on time and prepared.

Students will not be penalized for university excused absences. Simply letting the professor know you will not be in class is not an university excused absence. If there is a question as to if an absence is university excused or not please talk to the professor.

Attendance Policy

Methodologies/Teaching Strategies:

Course format will include lecture, group discussion, panel discussion, small group work, service learning, and research participation.

Class Activities and percentage of class time used for each:

- Large group discussion (25%)
- Student presentations to class (10%)
- Application-a limited percentage of time will be spent on the application of principles, case studies, or unique situations that involve analysis and problem solving. (15%)
- A minimal portion of class time will be dedicated to written quizzes and reflection (5%)
- Discussion, reflection and simulation activities in Small groups (20%)

Assignments

Assignment Descriptions

Adolescent Development Report

Jan
16

Due: Wednesday, Jan 16 at 1:30 pm

Work in the following groups to prepare a 15 min presentation on the chapter that your group is assigned to read. You will present in class on Wed Jan 16 in this order.

Adolescent Development Groups

Group One-Cognitive Transitions Cognitive Transitions.pdf [Download \(plugins/Upload](#)

file=Download.php?fileid=4a0a4200-8DMe-88YT-8bba-0B22aE4b24458

Group Two-Identity

Identity.pdf [Download \(plugins/Upload/fileDownload.php?fileId=82dcda0f-SeaT-BcMk-cJ3q-1x95b35cd25b&pubhash=C0k5mmG1uqtJc_HtTiwyY-Yz6IWakxeUM-KtZWXmppOqfQR5KgkJ8l7nlJrmLbQnlCL2tEZmutbJGDpzMgbOlw==\)](https://learningsuite.byu.edu/view/GvCMP4mEZ7Qh.html#instructorIn.../plugins/Upload/fileDownload.php?fileId=82dcda0f-SeaT-BcMk-cJ3q-1x95b35cd25b&pubhash=C0k5mmG1uqtJc_HtTiwyY-Yz6IWakxeUM-KtZWXmppOqfQR5KgkJ8l7nlJrmLbQnlCL2tEZmutbJGDpzMgbOlw==)

Group Three-Autonomy

Autonomy.pdf [Download \(plugins/Upload/fileDownload.php?fileId=17841b7b-j1PK-8WO9-HgDa-VAcdda9577c3&pubhash=OiMU_0QIP4ODBue5Fb4gJtnl3YLLdjYStAVC5SqSGy25SY60mQNEWGloueJ02BSmZm62l3kyKfwWjD1iL0p8Mg==\)](https://learningsuite.byu.edu/view/GvCMP4mEZ7Qh.html#instructorIn.../plugins/Upload/fileDownload.php?fileId=17841b7b-j1PK-8WO9-HgDa-VAcdda9577c3&pubhash=OiMU_0QIP4ODBue5Fb4gJtnl3YLLdjYStAVC5SqSGy25SY60mQNEWGloueJ02BSmZm62l3kyKfwWjD1iL0p8Mg==)

Group Four-Intimacy

Intimacy.pdf [Download \(plugins/Upload/fileDownload.php?fileId=632b52b7-O506-7J42-ojZ4-Yz1c6b7357b7&pubhash=G-7iNTHLmZ0GrQLGDVhbkdXd-mP8Twh-iZO5_SIV18HeqWMnaSx58yhPJL-shlKAcRxtYHDACIFvZ9oanPobeA==\)](https://learningsuite.byu.edu/view/GvCMP4mEZ7Qh.html#instructorIn.../plugins/Upload/fileDownload.php?fileId=632b52b7-O506-7J42-ojZ4-Yz1c6b7357b7&pubhash=G-7iNTHLmZ0GrQLGDVhbkdXd-mP8Twh-iZO5_SIV18HeqWMnaSx58yhPJL-shlKAcRxtYHDACIFvZ9oanPobeA==)

Adolescent Report Rubric.doc [Download \(plugins/Upload/fileDownload.php?fileId=91d0ec55-catB-CrPN-3Bt8-tVdb1b50a364&pubhash=Qjf2v27GDoFue_8lNJDCFnH7hEA-IKniSkxxnoVN31XQvlc44QR5Vgkc9MfJygzwxqEs6pmQO5NTq72y1nr1Gg==\)](https://learningsuite.byu.edu/view/GvCMP4mEZ7Qh.html#instructorIn.../plugins/Upload/fileDownload.php?fileId=91d0ec55-catB-CrPN-3Bt8-tVdb1b50a364&pubhash=Qjf2v27GDoFue_8lNJDCFnH7hEA-IKniSkxxnoVN31XQvlc44QR5Vgkc9MfJygzwxqEs6pmQO5NTq72y1nr1Gg==)

You will receive 10 points from your peers and 5 from the instructor.

Adolescent Report Rubric.doc [Download \(plugins/Upload/fileDownload.php?fileId=91d0ec55-catB-CrPN-3Bt8-tVdb1b50a364&pubhash=Qjf2v27GDoFue_8lNJDCFnH7hEA-IKniSkxxnoVN31XQvlc44QR5Vgkc9MfJygzwxqEs6pmQO5NTq72y1nr1Gg==\)](https://learningsuite.byu.edu/view/GvCMP4mEZ7Qh.html#instructorIn.../plugins/Upload/fileDownload.php?fileId=91d0ec55-catB-CrPN-3Bt8-tVdb1b50a364&pubhash=Qjf2v27GDoFue_8lNJDCFnH7hEA-IKniSkxxnoVN31XQvlc44QR5Vgkc9MfJygzwxqEs6pmQO5NTq72y1nr1Gg==)

RTI in Secondary Study Guide

Jan
16

Due: Wednesday, Jan 16 at 1:30 pm

CPSE 440 RTI Study Guide.docx [Download \(plugins/Upload/fileDownload.php?fileId=df2d99e6-pKiV-t1gB-b8EA-so80ac6baedc&pubhash=hc4THh6Rxbf-77pFNVFJl1y4BAFmB7N4PTmlKSer1orPLW1rhNEKeDT5nROospcno4a6sAJ4uLifVmmwwhFlxA==\)](https://learningsuite.byu.edu/view/GvCMP4mEZ7Qh.html#instructorIn.../plugins/Upload/fileDownload.php?fileId=df2d99e6-pKiV-t1gB-b8EA-so80ac6baedc&pubhash=hc4THh6Rxbf-77pFNVFJl1y4BAFmB7N4PTmlKSer1orPLW1rhNEKeDT5nROospcno4a6sAJ4uLifVmmwwhFlxA==)

Literacy Core in Secondary Study Guide

Jan
23

Due: Wednesday, Jan 23 at 1:30 pm

CPSE 440 Language Arts Core Study Guide.docx [Download \(plugins/Upload/fileDownload.php?fileId=c0438e4e-3NJH-dxxH-E3PC-TObfe9f7577d&pubhash=54L2aPyLuu8yU-R5oeseNwzZj5V8FpFwD4gLVvsY7l5wJVkvDkNc97ZU2ZP6Pu1uWfTec_9ahK6AkrJiAQ--1A==\)](https://learningsuite.byu.edu/view/GvCMP4mEZ7Qh.html#instructorIn.../plugins/Upload/fileDownload.php?fileId=c0438e4e-3NJH-dxxH-E3PC-TObfe9f7577d&pubhash=54L2aPyLuu8yU-R5oeseNwzZj5V8FpFwD4gLVvsY7l5wJVkvDkNc97ZU2ZP6Pu1uWfTec_9ahK6AkrJiAQ--1A==)

Literacy Unit for Case Study Student

Jan

Due: Wednesday, Jan 23 at 11:50 pm

This assignment must be completed in class with a group for full points.

Literacy Unit for Case Study Student.docx [Download \(plugins/Upload/fileDownload.php?fileId=cc438041-44Rc-MbXV-MRLM-n59f5d25d17f&](#)

[pubhash=3wRqwqfQdpqrQfwi5NnQ0V_CXjdY7pf7RZWJmQTLqhCgSIQV6St202U0k_ejMFQvHrc7IsXRJEMrWyEDk6IMJg==\)](#)

James Rojas Case Study.pdf [Download \(plugins/Upload/fileDownload.php?fileId=5cbab214-cb5j-5GQk-Tmte-wn4bc105528e&pubhash=A3_30fnl4-iiVt0XEOh-0k2ihZt043G37msMGI-](#)

[EVhT2D6b0jpTLtBFQCf7E6Poi2V4VHbEpz-1wUYBqnmXag==\)](#)

Brittany Huang Case Study.doc [Download \(plugins/Upload/fileDownload.php?fileId=060b5cfe-lw0g-rQqw-4INr-uw519e309903&pubhash=FUhx2eqTq79rS-](#)

[M9oAm2tC3cWSVC1VVT2_dZmhIP59c1901ykJIUIEjzjLoMdRSbNhOM0EbKCiiXeDoGQPGWQg==\)](#)

Isabel Peterson Case Study.pdf [Download \(plugins/Upload/fileDownload.php?fileId=91d43a33-EU6z-ExBv-DJAP-Uoccc3128778&](#)

[pubhash=aoRgXCLeDEHfLn5G9zKpgQBUF1L25oZMcfwKexQcUig8rfBzrWfWC197b5at6jND08LTIn_I8VpNTBVxQ7yOtA==\)](#)

Shawn Wilson Case Study.doc [Download \(plugins/Upload/fileDownload.php?fileId=a103cf7d-0WCP-UzWC-jCUP-aDc114adcc3c&pubhash=HixfHXaEayWJmju-xbhl-B946glcqq6cUWQ_bWj_8l3BalnQXQtgm-](#)

[hj0A9oDPagIFd67OTWhl82KnuFkYofyw==\)](#)

Literacy Instruction in Secondary Study Guide

Feb

06

Due: Wednesday, Feb 06 at 1:30 pm

CPSE 440 Literacy in Secondary Study Guide.docx [Download \(plugins/Upload](#)

[/fileDownload.php?fileId=52d69250-3rXJ-YENC-fHIT-45001857dac4&pubhash=LfLMFF4-](#)

[wWKZBSL3zE975G7dHRbCSfeSaPMDkhJ0YbT4mHwYTaBUe1bdw0yb1K9DpdCwkmq6TfQikFDSTsqxRQ==\)](#)

Practicum Time Commitment Form

Feb

06

Due: Wednesday, Feb 06 at 11:59 pm

You will complete a 20 hr practicum in association with this class. You will complete the following assignments for this practicum.

Please download this form and submit it to show your practicum plan. You will submit it again at the end of the course to indicate the hours you completed with signatures.

CPSE 440.440R Practicum Time Commitment Form.docx [Download \(plugins/Upload](#)

[/fileDownload.php?fileId=d6d7cb23-NbMG-JXtd-hY0Z-TT05e3a80e51&](#)

[pubhash=JeyOWNbggx11o3_BrX7KomYWARzGyrmcHwDTZABSAXcba0H-mamaOmy6B6iSsL198IHGWFFRm-9zD9EEEmchHQg==\)](#)

1. 10 hrs shadowing a secondary special education (6-12) teacher.
2. 2 hours observing in a co-taught class
3. 2 hours observing/teaching in a secondary language arts class
4. 2 hours observing/teaching in a secondary math class
5. 2 hours observing a entry level job
6. 2 hours observing in a post-secondary classroom

Join Transition Coalition

Feb

13

Due: Wednesday, Feb 13 at 11:00 am

As part of this course you are required to complete some activities on the Transition Coalition website. Please follow the link below or copy/paste it into a browser window. This will take you to the Transition Coalition website to set up your Transition Coalition account and assign you to my course. When you are assigned to my course, I will be able to follow your progress on assignments I give you on the Transition Coalition website.

You MUST follow this link for the system to work properly.

https://transitioncoalition.org/blog/joinroster/?jn=758_vtqns ([http://Dear STUDENTS](http://Dear%20STUDENTS) As part of this course you are required to complete some activities on the Transition Coalition website. Please follow the link below or copy/paste it into a browser window. This will take you to the Transition Coalition website to set up your Transition Coalition account and assign you to my course. When you are assigned to my course, I will be able to follow your progress on assignments I give you on the Transition Coalition website. You MUST follow this link for the system to work properly. https://transitioncoalition.org/blog/joinroster/?jn=758_vtqns)

If link does not work, cut and paste the link into your browser.

Universal Design for Learning Study Guide

Feb
13

Due: Wednesday, Feb 13 at 1:30 pm

CPSE 440 UDL Study Guide.docx [Download \(plugins/Upload/fileDownload.php?fileId=614c09ed-W8vd-8WP8-EHlc-kRbbbb5c372f&pubhash=VPhYjbWadbl6mq-JttkyrDP28xRRB8ybY_XcWJR0b2HlnH5uSrc8XFEDIDMfR3m19J1Klg7mxZl5vlgDvl_IA==\)](#)

Universal Design for Learning Planning

Feb
13

Due: Wednesday, Feb 13 at 4:00 pm

We will complete this in class. Assignment can be made up for half credit.

Universal Design for Learning Planning.docx [Download \(plugins/Upload/fileDownload.php?fileId=ab74d092-oqfH-G0Ye-IGQ3-SY0dc3883fe6&pubhash=LWYjTzMhX0-Gn4Ze_DrIBztunmz9-cpKRwvgwrIM3Ns9uvxsjteOWr0sJ5Xuch4hNLI_mtlZ8j8lo2w0bDcFTQ==\)](#)

Literacy Instruction and Lesson Plan

Feb
13

Due: Wednesday, Feb 13 at 11:59 pm

We will complete this assignment in class in groups. If you are not in class, you can complete this assignment individually for a maximum of 70% credit.

Planning Literacy Instruction with Lesson Plan.docx [Download \(plugins/Upload/fileDownload.php?fileId=335ea8f6-9Baf-ckwA-MBrT-kZ5a370ec84e&pubhash=CuoUvG9AfhQV6gLpVF6toCyQaATKI9CYu_I7c1LKH1BJH5tICJqyJDHyBH9Im8eWdZrW6vsaitFUai5V5ebB9g==\)](#)

Middle School Math Core Study Guide

Feb
20

Due: Wednesday, Feb 20 at 1:30 pm

CPSE 440 Mathematics Core Study Guide.docx [Download \(plugins/Upload](#)

8D-ANA==)

Math IRIS Module**Feb
20**

Due: Wednesday, Feb 20 at 4:00 pm

Complete the IRIS module and present a strategy in class. This assignment can be made up for 70% credit.

Mid Course Eval**Feb
20**

Due: Wednesday, Feb 20 at 11:59 pm

Please submit the following

- 3 things you have learned so far this semester
- 1 thing you have liked in the class so far
- 1 thing you would change about the class so far

Co-Teaching Observation**Feb
27**

Due: Wednesday, Feb 27 at 11:59 pm

Observe two hours in a co-taught secondary setting in any subject.
Submit a one page double spaced reflection of what you learned.

Best Practices in Transition Session 1**Mar
06**

Due: Wednesday, Mar 06 at 11:00 am

1. Go to the Transition Coalition Home Page
<https://transitioncoalition.org/> (<https://transitioncoalition.org/>)
 2. Go to training-modules-best practices
 3. Read the introduction
 4. Choose to work on the module
 5. Complete the pre-test
 6. Complete session 1 in best practices
- The module will record your completion and responses.

Language Arts Lesson**Mar
06**

Due: Wednesday, Mar 06 at 1:30 pm

You will teach a literacy lesson in a secondary setting. Work with the teacher to determine an appropriate topic and time frame for your lesson. You will submit the lesson plan below and a 1 page reflection of your teaching.

Direct Instruction Lesson Plan Outline.doc [Download \(plugins/Upload/fileDownload.php?fileId=a72c185f-Pb1W-7Yvq-JfD1-bX7bd90fc954&pubhash=hs7ugYSifvug8NkIIINFQMaPGEAJvt9h-oNZZibj97Qxv3K-t0WYxreS7Xkzdm2skEsMb19WD_n3QT4tFkNCP3g==\)](#)

Lesson Plan Rubrics .docx [Download \(plugins/Upload/fileDownload.php?fileId=d723b70b-ju9g-Ured-T93l-i57c96e0f635&](#)

[pubhash=8I5VHDN0HzoGd9GxOlxurl9JSNu1a_5Vs6KalhJvBiSW9EboolYpci2OAYMifYZow3ODIge_Wvip5IMpidAP7w==\)](#)

Write the Critique

free of grammar and mechanical errors.

Best Practices in Transition Session 2

Mar
13

Due: Wednesday, Mar 13 at 11:00 am

1. Go to the Transition Coalition Home Page
<https://transitioncoalition.org/> (<https://transitioncoalition.org/>)
 2. Go to training-modules-best practices
 3. Choose to work on the module
 4. Complete session 2 in best practices
- The module will record your completion and responses.

Math Lesson

Mar
13

Due: Wednesday, Mar 13 at 11:59 pm

You will teach a math lesson in a secondary setting. Work with the teacher to determine an appropriate topic and time frame for your lesson. You will submit the lesson plan below and a 1 page reflection of your teaching.

Direct Instruction Lesson Plan Outline.docx [Download \(plugins/Upload/fileDownload.php?fileId=a72c185f-Pb1W-7Yvq-JfD1-bX7bd90fc954&pubhash=hs7ugYSifvug8NkIINFQMaPGEAJvt9h-oNZZibj97Qxv3K-t0WYxreS7Xkzdm2skEsMb19WD_n3QT4tFkNCP3g==\)](#)

Lesson Plan Rubrics .docx [Download \(plugins/Upload/fileDownload.php?fileId=d723b70b-ju9g-Ured-T93l-i57c96e0f635&pubhash=8l5VHDN0HzoGd9GxOlxurl9JSNu1a_5Vs6KalhJvBiSW9EboolYpci2OAYMlfYZow3ODIge_Wvip5IMpidAP7w==\)](#)

Write Up Criteria

Write up is one-two full pages double spaced and does not contain extensive headings or gaps in paragraphs. Write up is clearly written. Write up discusses several detailed points learned from the observation. Write up is free of grammar and mechanical errors.

Best Practices in Transition Session 3

Mar
20

Due: Wednesday, Mar 20 at 11:00 am

1. Go to the Transition Coalition Home Page
<https://transitioncoalition.org/> (<https://transitioncoalition.org/>)
 2. Go to training-modules-best practices
 3. Choose to work on the module
 4. Complete session 3 in best practices
- The module will record your completion and responses.

Observation of an Entry Level Job

Mar
20

Due: Wednesday, Mar 20 at 1:40 pm

CPSE 440- Observation of an Entry Level Job.docx [Download \(plugins/Upload/fileDownload.php?fileId=4760eea1-8cwe-03dZ-T8UL-gJa849280309&pubhash=zFatrVbZInmqZfCUjEzgcuNA6qqILzeolj5EzMtPZFNE99bEB79HSrdM3bAMG34WVj6mxJlCnMBTcgYSgr_zqA=\)](#)

CPSE 440: Observation of an Entry Level Job

Directions: Identify an entry level job (e.g., gas station attendant, bagger/stocker, Wal-Mart, Fred's, theater) that a transition age student with or without a diploma could obtain. Observe the setting to conduct a job analysis of the site; use the attached form. Afterward, identify one task at the site and develop the task analysis that you would use to teach the individual actions or steps needed to successfully complete the task.

Submit the following:

- **Completed Job Analysis Form (5pts)** - is a description of the environmental and social characteristics of a work site, the jobs or tasks a worker is expected to perform, and potential supports available at the specific work site.
- **Completed Task Analysis (5 pts)** – remember that for a vocational task it is okay to have more than 5 steps.
- **Reflection Paper** – this should be a narrative, not list of questions and answers. The questions below are there simply to guide your reflection. You do not need to include answers to *every* question.

Submit a 1-2 page reflection of the observation (10 pts). What barriers to obtaining and keeping this job might a person with a non-cognitive disability experience? What accommodations or modifications might be appropriate on the job? What transition services would a person need to obtain and maintain this job?

Could a person with a cognitive impairment successfully do this job? What accommodations/ modifications might be appropriate? Describe the job you would carve for a person with significant disabilities based on the tasks you observed at this site? What are the specific tasks associated with the job you are carving; how often would the tasks be performed; what supports would be needed?

Best Practices in Transition Final Steps and Post test

Mar
27

Due: Wednesday, Mar 27 at 11:00 am

1. Go to the Transition Coalition Home Page
<https://transitioncoalition.org/> (<https://transitioncoalition.org/>)
 2. Go to training-modules-best practices
 3. Choose to work on the module
 4. Complete Final Steps and Post test
- The module will record your completion and responses.

Extra Credit for being in class

Mar
27

Due: Wednesday, Mar 27 at 1:40 pm

I gave 3 points extra credit for being in class on 3/27/2019

Transition Assessment

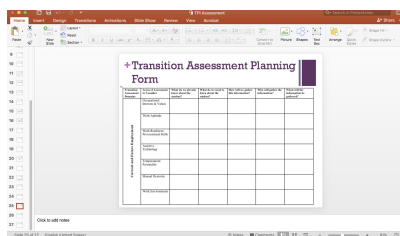
Apr
10

Due: Wednesday, Apr 10 at 11:00 am

446 - Transition Assessment Assignment

This assignment can be completed alone or with a partner

Follow these steps



1. Complete the entire Transition Planning Form
2. Give the TPI- give at least the (student and school rating forms). Also, give the parent form if you have access.
3. Add the scores to the *TPI Profile and Further Assessment Recommendations Rating Form*
4. Identify two domains that are strengths and two domains that are weaknesses. Use the back page of the *TPI Profile and Further Assessment Recommendations Rating Form* to make your plan.
5. Make a copy of and complete at least four sections of the *Comprehensive Informal Inventory of Knowledge and Skills for Transition* on pages 18-43 of the TPI Manual (2 strengths and 2 weaknesses)
6. Choose two informal assessments from section 3 of the TPI assessment manual. One in each area of weakness. Give assessments.
7. Go to the following website

<https://schools.utah.gov/specialeducation/programs/schooltransition> (<https://schools.utah.gov/specialeducation/programs/schooltransition>)

Under Assessment, click on manual

and choose two additional informal assessments to give in any area you feel you need to round out your transition picture.

8. Complete the front page of the *TPI Profile and Further Assessment Recommendation Form*.
9. Submit the following

- Completed Transition Planning Form
- *TPI Profile and Further Assessment Recommendation Form*
- TPI rating forms- at least 2
- *Comprehensive Informal Inventory of Knowledge and Skills for Transition*- 4 sections
- Two informal assessment from section 3 the TPI manual
- Two additional informal assessments

Post-Secondary Education Out of Class Assignment

Apr
10

Due: Wednesday, Apr 10 at 1:40 pm

We will not meet in class this week. There are two options for the out of class assignment you will complete in place of class.

Option 1: Read about three local colleges/programs that support are options for students with disabilities and write a 5 page summary (see assignment description for programs)

Option 2: Go on a college tour of one of the local colleges/programs in the assignment description. No summary.

You can read about your two options here.

Post Secondary Out of Class Assignment.2019.docx [Download \(plugins/Upload/fileDownload.php?fileId=9cc8687a-RBkw-laNt-3qRV-ZN74ec218f34&pubhash=sqdladU6H-6gaQb-GGnLdN33CSoh4a8_MI6eyFfp55xThELtFOlco5JZ88sgNeaFOoLchobQRs1BD9GwKZx12g==\)](#)

Community Mapping Report

Apr
17

Due: Wednesday, Apr 17 at 1:40 pm

Community Mapping Assignment.docx [Download \(plugins/Upload/fileDownload.php?fileId=2f0e6b07-4Uwu-OawW-u61Q-6i84fd3d43f2&pubhash=wQhUMytJxai_IOMrJZcYx-Zh4R_cj68gwD5yxI4vvI2JdthB0WCz8GUxNqA4InoMaJGuWwQiHFwcugvRtYCBIA==\)](#)

Apr
17

Due: Wednesday, Apr 17 at 3:30 pm

You will conduct a self-determination interview to plan for a student led IEP meeting as an in class assignment. You will then hold a student led IEP meeting including a transition plan using your transition IEP components. Submit your interview answers and conduct your IEP in class.

Practicum Hours

Apr
17

Due: Wednesday, Apr 17 at 11:59 pm

CPSE 440.440R Practicum Time Commitment Form.docx [Download \(plugins/Upload/fileDownload.php?fileId=d6d7cb23-NbMG-JXtd-hY0Z-TT05e3a80e51&pubhash=JeyOWNbggx11o3_BrX7KomYWARzgyRmchHwDTZABSAXcba0H-mamaOmy6B6iSsL198IHGWFFRm-9zD9EEemchHQg==\)](#)

Submit a picture of this form for your practicum hours. At least 15 of the 20 hours must be complete to pass CPSE 446R. If you complete less than 20 hours, but at least 15, your CPSE 446R grade will reflect your time.

Transition IEP Components

Apr
17

Due: Wednesday, Apr 17 at 11:59 pm

CPSE 440- Transition IEP Components.2018.docx [Download \(plugins/Upload/fileDownload.php?fileId=9bed88e3-X5bX-ID7h-o1fT-6qd20960d584&pubhash=b9Klmng2HAoFLjJpzK1Zy0kFwyIYIE4A1WKx7UMfAja5vYbxI9ZHEIbbDmEzmPbmVt2LQi_P1G3UKgAsROt3gA==\)](#)

Complete the Components of a Transition IEP form (above) for a transition-age youth with a disability. Please **use pseudonym** if using a real student (i.e., Do not provide any identifying information)

Observation of a Post-High Classroom

Apr
17

Due: Wednesday, Apr 17 at 11:59 pm

Observe two hours in a post high setting in any subject.

Submit a one page double spaced reflection of what you learned.

Also, take a picture of this completed form and submit one per group.

ATEC Observation.docx [Download \(plugins/Upload/fileDownload.php?fileId=8cff3ab5-UzjN-mZ8r-OREP-cCcf832f4631&pubhash=Sq4a9PbHr82HvVWVSnNmjW7A-g6D88zGPYU7xG3TKn3KAAATQ4q2NxpRKDq1LQFu1RFYRADgTv5kK2m7R_sio-g==\)](#)

CPSE 440 Final Exam

Apr
20

Due: Saturday, Apr 20 at 11:59 pm

This is your final for CPSE 440. You will answer 3 essay questions. Questions will come from the content of the course. This test is open book and open note

CPSE 440 Final Essays on LS

Submit your three essay questions from your final exam here.

Point Breakdown

| Categories | Percent of Grade |
|-----------------------------|------------------|
| Final | 22.83% |
| Out of Class Assignments | 20.09% |
| Transition Coalition Module | 11.42% |
| Practicum Assignments | 26.26% |
| Study Guides | 11.42% |
| In Class Assignments | 7.99% |

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> (<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

Schedule

| Date | Topics and standards | Readings | Assignments |
|--------------------|--|---|---|
| Week 1 | | | |
| W Jan 09 Wednesday | <p>Learner Characteristics of Students with Disabilities in Secondary Settings</p> <p>CEC Standard: Learner Development and Individual Learning Difference</p> <p>1.2 Beginning special education professionals use their understanding of learner development and individual differences to respond to the needs of individuals with exceptionalities.</p> | Course Introduction | |
| Week 2 | | | |
| W Jan 16 Wednesday | <p>Learning Environments in Secondary Education</p> <p>CEC Standard: Learning Environments</p> <p>Beginning Special Education Professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions</p> | <p>Course Readings: Content page- <i>Response to Intervention in Secondary Settings</i></p> | <p>Adolescent Development Report RTI in Secondary Study Guide</p> |
| Week 3 | | | |

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|--------------------|--|--|---|
| W Jan 23 Wednesday | <p>Literacy Instruction in Secondary Settings</p> <p>CEC Standard: Instructional Planning and Strategies</p> <p>5.0 Beginning special education professionals</p> <p>select, adapt and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities</p> | <p>Course Readings: Content Page- <i>Language Arts Core</i></p> <p>Literacy Unit for Case Study Student</p> | Literacy Core in Secondary Study Guide |
| Week 4 | | | |
| W Jan 30 Wednesday | No class | CEC Conference | |
| Week 5 | | | |
| W Feb 06 Wednesday | <p>Literacy Content in Secondary Settings</p> <p>CEC Standard: Curricular Content</p> <p>3.1 Beginning special education professionals understand the central concepts, structure of the discipline, and tools of inquiry of the content area they teach, and can organize this knowledge, integrate cross disciplinary skills, and develop meaningful learning progression for individuals with exceptionalities.</p> <p>CEC Standard Collaboration 7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.</p> | <p>Course Readings: Content Page- <i>Language Arts Instruction</i></p> | Literacy Instruction in Secondary Study Guide Practicum Time Commitment Form |
| Week 6 | | | |

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|--------------------|---|--|---|
| W Feb 13 Wednesday | <p>Accessing the general education classroom: Universal Design for Learning</p> <p>CEC Standard 3.3 Curricular Content Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.</p> | <p>Course Readings: Content Page-<i>Universal Design for Learning</i></p> <p>Universal Design for Learning Planning Literacy Instruction and Lesson Plan</p> | <p>Join Transition Coalition Universal Design for Learning Study Guide</p> |
| Week 7 | | | |
| T Feb 19 Tuesday | Monday Instruction | | |
| W Feb 20 Wednesday | <p>Math Instruction in Secondary Settings</p> <p>CEC Standard: Instructional Planning and Strategies</p> <p>5.0 Beginning special education professionals select, adapt and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities</p> | <p>Course Readings: Content Page-<i>Mathematics Core</i></p> <p>Come to class and work on the IRIS Module for</p> <p><u>High-Quality Mathematics Instruction:What Teachers Should Know</u></p> <p>in groups.</p> <p>Math IRIS Module</p> | <p>Middle School Math Core Study Guide</p> <p>Do not complete the IRIS module before class. We will work on it in class.</p> <p>Mid Course Eval</p> |
| Week 8 | | | |

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|--------------------|--|--|--|
| W Feb 27 Wednesday | <p>Math Content in Secondary Settings</p> <p>CEC Standard: Curricular Content</p> <p>3.1 Beginning special education professionals understand the central concepts, structure of the discipline, and tools of inquiry of the content area they teach, and can organize this knowledge, integrate cross disciplinary skills, and develop meaningful learning progression for individuals with exceptionalities.</p> <p>Becky Unker - Utah</p> <p>State Board of Education</p> | | Co-Teaching Observation |
| Week 9 | | | |
| W Mar 06 Wednesday | <p>Transition Introduction</p> <p>CEC Standard Instructional Planning and Strategies 5.</p> <p>5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.</p> <p>Community service providers</p> <p>Community Mapping</p> <p>http://www.ncset.org/publications/viewdesc.asp?id=939</p> | <p>Course Readings: <i>Your Complete Guide to Transition Planning and Services</i></p> <p>Ch. 2 Transition Planning From Compliance to Quality</p> | Language Arts Lesson Best Practices in Transition Session 1 |
| Week 10 | | | |

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| W Mar 13 Wednesday | <p>Transition Assessments- Transition Planning Inventory (TPI) and TAGG</p> <p>CEC Standard 4.3 Assessment Beginning</p> <p>special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.</p> | <p>Course Readings: Course Readings: <i>Your Complete Guide to Transition Planning and Services</i></p> <p>Ch 5 Transition Assessment: The Cornerstone of Transition Assessment</p> | <p>Best Practices in Transition Session 2 Math Lesson</p> |
| Week 11 | | | |
| W Mar 20 Wednesday | <p>Transition and IDEA</p> <p>CEC Standard Instructional Planning and Strategies 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.</p> <p>Lavinia Gripentrog M. Ed., Utah State Board of Education</p> <p>Graduation requirements and legally compliant IEP's</p> | <p>Course Readings: <i>Your Complete Guide to Transition Planning and Services</i></p> <p>Ch 10 Preparing for Independent Living and Inclusion in the Community</p> | <p>Best Practices in Transition Session 3</p> <p>Link to google doc to sign up to visit transition setting</p> <p>https://docs.google.com/document/d/1HzAe4npQZEgOZMT-SZ1khTir8G46rg0EULrPWnpyi8Q/edit?usp=sharing</p> <p>Observation of an Entry Level Job</p> |
| Week 12 | | | |

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| W Mar 27 Wednesday | <p>Understanding Employment Options</p> <p>CEC Standard Collaboration 7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.</p> <p>Kerri Pearson</p> <p>Vocational Rehabilitation for Provo School District</p> <p>Guest Lecture</p> | <p>Course Readings: <i>Your Complete Guide to Transition Planning and Services</i></p> <p>Ch 8 Preparing for Employment and Career Development</p> <p>Extra Credit for being in class</p> | <p>Best Practices in Transition Final Steps and Post test</p> |
| Week 13 | | | |
| W Apr 03 Wednesday | <p>Understanding Education Options</p> <p>CEC Standard Collaboration 7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.</p> | <p>Course Readings: <i>Your Complete Guide to Transition Planning and Services</i></p> <p>Ch 9 Preparing for Post Secondary Education</p> | <p>We will not meet in class this week. There are two options for the out of class assignment you will complete in place of class.</p> <p>Option 1: Read about three local colleges/programs that support are options for students with disabilities and write a 5 page summary (see assignment description for programs)</p> <p>Option 2: Go on a college tour of one of the local colleges/programs in the assignment description. No summary.</p> <p>You can read about your two options here.</p> <p>Post Secondary Out of Class Assignment.2019.docx Download</p> |
| Week 14 | | | |

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| W Apr 10 Wednesday | <p>Writing the Transition Plan</p> <p>CEC Standard Instructional Planning and Strategies 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.</p> | <p>Course Readings: <i>Your Complete Guide to Transition Planning and Services</i></p> <p>Ch 3 Student Directed Planning and Involvement</p> | <p>Transition Assessment</p> <p>We will work on the transition IEP in class today. Do not work on it before class.</p> <p>Post-Secondary Education Out of Class Assignment</p> |
| Week 15 | | | |
| W Apr 17 Wednesday | <p>Preparing for Student Run IEP Meetings</p> <ul style="list-style-type: none"> -understanding personal strengths and weaknesses -awareness of accommodations -knowledge of rights -self-advocacy skills <p>CEC Standard Instructional Planning and Strategies 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.</p> | <p>Meet at Heidi Nelsons at 2:00 for this class period.</p> <p>1511 W 1970 N Provo, UT 84604</p> <p>Self-determination Lesson and IEP Meeting</p> | <p>Observation of a Post-High Classroom</p> <p>Transition IEP Components</p> <p>Community Mapping Report</p> <p>Practicum Hours</p> |
| F Apr 19 Friday | <p>First Day of Winter Final Exams (04/19/2019 - 04/24/2019)</p> | | |
| Sa Apr 20 Saturday | <p>Final Exam: April 20 On Learning Suite 8 am-11:59 nm</p> | | <p>CPSE 440 Final Essays on LS</p> <p>CPSE 440 Final Exam</p> |