

Instructor/TA Info

Instructor Information

Name: Heidi Nelson

Office Location: 340-P MCKB

Office Phone: 801-422-1690

Office Hours: Mon, Wed 12:05pm-1:00pm

Or By Appointment

Email: heidi_nelson@byu.edu

Name: Barbara Smith

Office Location: 340-R MCKB

Office Phone: 801-422-8396

Email: Barbara_smith@byu.edu

Course Information

Description

Participants will design and implement instructional planning and teaching strategies to meet the educational needs of students with mild/moderate disabilities.

Materials

No materials

Learning Outcomes

Characteristics of students with mild/moderate disabilities

1. Describe educational characteristics of students with mild/moderate disabilities.

Planning for instruction

2. Write standards-based PLAAFP statements, IEP and unit goals, and lesson objectives.

Effective teaching cycle

3. Create and use scripted direct instruction lesson plans enacting the effective teaching cycle to address individual student learning needs.

Data-based decision making

4. Demonstrate the design and use of curriculum-based measurements to make instructional decisions.

Multi-tiered system of supports (MTSS)

5. Describe the MTSS concept, processes, and use of progress-monitoring data to make MTSS decisions.

Grading Scale

Grades	Percent
A	96%
A-	91%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

All assignments are to be submitted at the **beginning** of class on the due date. Late assignments will receive up to 50% credit if submitted by the following class period. Beyond one class period there will be no credit.

According to University Policy, assignments will not be accepted after the last day of semester classes.

Attendance Policy

Attendance is mandatory and is recorded for each class session. Participants receive two points for each full-class attendance with the total counting towards the final grade. University excused absences will not count against a student, other absences must have a compelling reason, to be discussed with the instructor.

Emailing the instructor before class does not make the absence excused.

Assignments

Assignment Descriptions

Evidence Based Practice IRIS Module

Sep
11

Due: Wednesday, Sep 11 at 12:55 pm

Complete the assessment questions at the end of the evidence based practice IRIS module on a word document. Submit the word document on Learning Suite.

Study Guide #1

Sep

23

Due: Monday, Sep 23 at 11:59 pm

CPSE 452 Study Guide #1.docx [Download \(plugins/Upload/fileDownload.php?fileId=4e846702-DhgO-iK0G-CPAQ-nz3f51a19a3b&pubhash=Juj9J-UkNoiKMH0mDj9Qt8Xa7o5Anjho8m4D3kQ-p-5qobZiBph6N4OzkCFz_so4Q57yIHGf1g9uIEAPwLPGQ==\)](#)

Study Guide #2

Oct

02

Due: Wednesday, Oct 02 at 12:55 pm

CPSE 452 Study Guide #2.docx [Download \(plugins/Upload/fileDownload.php?fileId=ec1254f5-mkGt-t7Eb-5T0j-bR7c3a60ce61&pubhash=FWEYK6J3wJFxyfDknwr2-OzCcbxvGeEcyYBVjZLVxUEOAqq6iilhbUtlLtnrHCgIM9nvX0WGCe7o0FmlcUw==\)](#)

Lesson Opening Lesson Plan

Oct

04

Due: Friday, Oct 04 at 11:55 pm

Using information from your practicum setting, write the lesson opening section of a lesson.

You will need to submit a lesson plan with your teaching video. You are welcome to use this lesson plan for your video or write another lesson plan for that assignment.

Explicit Instruction Lesson Plan TEMPLATE.Lesson Opening.2019.docx [Download \(plugins/Upload/fileDownload.php?fileId=7bdb8633-UgKM-PnCz-Sq0P-eZ2214386a29&pubhash=9IAmBeJMzg5xFwNZt23pCyonG2Gr7qLqsLANKy4z28lnYxJTzYqLTzPKeoFn3zDKU91ui_Y3NC9IWpy6I4SjaQ==\)](#)

Study Guide #3

Oct

16

Due: Wednesday, Oct 16 at 12:55 pm

CPSE 452 Study Guide #3.2019.docx [Download \(plugins/Upload/fileDownload.php?fileId=416fa81e-Zm6C-S4iv-2mPN-dVcf60bfb820&pubhash=leiz0dMind9Pcn_nR_Ht-Q7lrOKO_8R1b4nDrelGq9YgT-2aMWuOGjFiy36YHLF_DhMg-3w2uX36Rl6HDLa1w==\)](#)

Lesson Opening through Modeling Lesson Plan

Oct

18

Due: Friday, Oct 18 at 11:55 pm

Using information from your practicum setting, write the lesson opening section of a lesson.

You will need to submit a lesson plan with your teaching video. You are welcome to use this lesson plan for your video or write another lesson plan for that assignment.

Explicit Instruction Lesson Plan TEMPLATE.Lesson Opening through Modeling.2019.docx [Download \(plugins/Upload/fileDownload.php?fileId=bad4ebc5-V1Vu-lRsE-OQW-r-hL959edb1f4a&pubhash=5f5xlPybJP24F6R8U6-Ha7ILYKU-fes4ve2PSSs2tfWA23OtMt_PYnvbZy8SyDLWMCouFB4kRwJ7HkljEzdYMQ==\)](#)

Study Guide #4

Oct

23

Due: Wednesday, Oct 23 at 12:55 pm

CPSE 452 Study Guide #4.docx [Download \(plugins/Upload/fileDownload.php?fileId=c4c6dedb-TIRf-AscZ-cco0-2v8294e2b640&pubhash=E2Hwn3VvSjdjxJ6fPQ8PBZPH7kQn2q7L-ze-e09HGBWj2RyjQJuV8XFbRoV911VH3_a-nMhTLbqE2zYo6X0H4g==\)](#)

Study Guide #5

Oct

28

Due: Monday, Oct 28 at 12:55 pm

CPSE 452 Study Guide #5.docx [Download \(plugins/Upload/fileDownload.php?fileId=8827c448-FQEj-zBiR-HHG9-iQ18795c0440&pubhash=qy0dQkUyIra_QyEwbUxXYPi5vtqtn038bz5_tX9GXZdqQp4t1balJPt2UJYfb93WZ09SI7a0Xdv1-4QbpFWFQ==\)](#)

Study Guide #6

Oct

30

Due: Wednesday, Oct 30 at 12:55 pm

CPSE 452 Study Guide #6.docx [Download \(plugins/Upload/fileDownload.php?fileId=06ac4dda-3QvN-cgMn-Pvtp-5p083195d9e2&pubhash=nWjTbzQ9GtKZ-on7BQIiJ_OXJbiX3S8S5v1aM8tgpXztdP_BQhS1WCgZ-mgJyYcN2sdyiA4LLQlaXMJ2UVI9xg==\)](#)

CPSE 452 Midterm

Nov

06

Due: Wednesday, Nov 06 at 11:59 pm

Lesson Opening through Guided Practice

Nov
08

Due: Friday, Nov 08 at 11:55 pm

Using information from your practicum setting, write the lesson opening through guided practice section of a lesson.

You will need to submit a lesson plan with your teaching video. You are welcome to use this lesson plan for your video or write another lesson plan for that assignment.

Explicit Instruction Lesson Plan TEMPLATE.Lesson Opening through Guided Practice.2019.docx [Download \(plugins/Upload/fileDownload.php?fileId=b2659b05-PtkN-qYHe-2AVJ-7Wefc9982442&pubhash=XrcXMA2WqIOd5qc02BwTBOUtKqfeR27D9vgXWGmquWFTTrTQOBKQeE9vyb3zw23IWsxstao_Id3E_rB5Gs7eKA==\)](#)

Study Guide #7

Nov
13

Due: Wednesday, Nov 13 at 12:55 pm

CPSE 452 Study Guide #7.docx [Download \(plugins/Upload/fileDownload.php?fileId=dc4cf919-3u85-FFku-BbTk-TQd852f049e3&pubhash=9N0HPJ-Fsi_z_5LI_c9N0xThMxfuyyh9vwXqTxTsqNUQXw7WdIT6q2hLv9h1rH2ao5lJi85Z82t_5M-BTt0uQw==\)](#)

Study Guide #8

Nov
18

Due: Monday, Nov 18 at 12:55 pm

Lesson Opening through Independent Practice

Nov
22

Due: Friday, Nov 22 at 11:55 pm

Using information from your practicum setting, write the lesson opening through independent practice section of a lesson.

You will need to submit a lesson plan with your teaching video. You are welcome to use this lesson plan for your video or write another lesson plan for that assignment.

Explicit Instruction Lesson Plan TEMPLATE.Modeling through Independent Practice.2019.docx [Download \(plugins/Upload/fileDownload.php?fileId=70e15379-3kHz-XjPo-3iwm-Gjd625cf74e1&pubhash=0KA18IR5ZQrq4dDhr_j_VuziJ2sCGU4dwhT-Pd-QZ4G0qZALVpdVkVySTK6mkrHnh8hWsJQlapS5tnYdZJWHQ==\)](#)

IRIS Module SRSD

Nov
25

Due: Monday, Nov 25 at 11:59 pm

IRIS Module SRSD

Read all paged of the module and complete the assessment questions on a word document and submit them here.

Study Guide #9

Dec
02

Due: Monday, Dec 02 at 12:55 pm

Lesson Opening through Lesson Closing

Dec
06

Due: Friday, Dec 06 at 11:55 pm

Using information from your practicum setting, write the lesson opening through lesson closing section of a lesson.

You will need to submit a lesson plan with your teaching video. You are welcome to use this lesson plan for your video or write another lesson plan for that assignment.

Explicit Instruction Lesson Plan TEMPLATE.Modeling through Closing.2019.docx [Download \(plugins/Upload/fileDownload.php?fileId=a766c4cd-tB3l-vE8k-W5db-rQ46b220e46e&pubhash=AZB3je7cTvzxECiBhqXkaLDmFxlZpCJPapityG1mqFR42OvRKun6KelATb2VbKjJHNpYEhR7RxNcHvvHlpRVg==\)](#)

Study Guide #10

Dec
09

Due: Monday, Dec 09 at 12:55 pm

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.

Preventing 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 established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Schedule

Date	Topic	Readings for Class	Assignments Due
Week 1			
W Sep 04 Wednesday	Introduction and course overview	What is learning? Learning Theories https://www.instructionaldesigncentral.com/learning-theory .	Please purchase the following textbook for this class. Explicit Instruction: Effective and Efficient Teaching Anita Archer and Charles Hughes https://www.amazon.com/Explicit-Instruction-Effective-Efficient-Special-Needs/dp/1609180410/ref=pd_lpo_sbs_14_t_0?_encoding=UTF8&psc=1&refRID=X8GN488R400AJQ8RSR
Week 2			
M Sep 09 Monday	How can I use the best possible methods of instruction for my students? Evidence-Based Practice	IRIS Module at http://iris.peabody.vanderbilt.edu/module/ebp_01/	
W Sep 11 Wednesday	What is specialized instruction? The IEP process	Review Pages 1-46 Gibb & Dyches (2016), <i>IEPS: Writing Quality Individualized Education Programs</i> from your CPSE 403 class. The ABCs of RTI in Middle School (8).pdf Download	Evidence Based Practice IRIS Module
Week 3			
M Sep 16 Monday	What is specialized instruction? Core Standards	Common Core at http://www.corestandards.org/about-the-standards/frequently-asked-questions/ Read all sections under Overview before class	
W Sep 18 Wednesday	How Do I Design My Lesson Plan? Writing SMART lesson objectives	https://www.understood.org/en/school-learning/special-services/ieps/how-to-tell-if-your-childs-iep-goals-are-smart Talk with your mentor teacher about a group you can work with for the TWS. Bring any information you have about your group (grade level, subject area, curriculum, skills, size of group)	
F Sep 20 Friday			TWS Planning Sheet Due in Practicum Class RTWS_Performance_Prompt_and_Scoring_Rubric.pdf Do
Week 4			

M Sep 23 Monday	How Do I Design My Lesson Plan? Lesson Opening	Read <i>Explicit Instruction</i> Ch 2 p. 23-29 Talk with your mentor about a group you can teach for your Teaching Video #1. It can be the same group or a different group than your TWS. Please bring information about the group (size, grade level), subject area, and an idea of your lesson content for class today. We will learn to write the lesson opening for your teaching video.	Study Guide #1
W Sep 25 Wednesday	What is specialized instruction? Standards based IEP's Present Levels of Academic Achievement and Functional Performance (PLAAPF) TWS 2	Review Pages 47-58 Gibb & Dyches (2016), <i>IEPS: Writing Quality Individualized Education Programs</i> from your CPSE 403 class.	
Week 5			
M Sep 30 Monday	What is specialized instruction? Standards based IEP's Writing measurable annual goals (MAG) Writing SMART unit objectives TWS 2	Review Pages 59-74 Gibb & Dyches (2016), <i>IEPS: Writing Quality Individualized Education Programs</i> from your CPSE 403 class.	
W Oct 02 Wednesday	How Do I Design an Explicit Instruction Lesson? Task analysis of an individual skill Review TWS 2	Read <i>Explicit Instruction</i> Ch. 1 Bring your goals for TWS 2 to class	Study Guide #2
F Oct 04 Friday			First Teaching Video due in practicum class (Lesson Opening Lesson Plan)
Week 6			
M Oct 07 Monday	Evidence-based practice: Research supporting explicit instruction	Read Task analysis at https://link.springer-com.erl.lib.byu.edu/content/pdf/10.1007%2Fs10643-017-0838-x.pdf No Study Guide	TWS 2 Due in Practicum Class RTWS_Performance_Prompt_and_Scoring_Rubric.pdf Do
W Oct 09 Wednesday	How Do I Design an Explicit Instruction Lesson? Modeling and Acquisition	Read <i>Explicit Instruction</i> Ch 2 p. 29-32 Read the information at this link https://www.interventioncentral.org/academic-interventions/general-academic/instructional-hierarchy-linking-stages-learning-effective-in	
Week 7			
M Oct 14 Monday	How Do I Design an Explicit Instruction Lesson? Modeling and Acquisition		

W Oct 16 Wednesday	How Do I Design an Explicit Instruction Lesson? Response Rate and Signals	Read <i>Explicit Instruction</i> Ch 6	Study Guide #3
F Oct 18 Friday			Lesson Opening through Modeling Lesson Plan Second Teaching Video Due in Practicum Class (Opening and Modeling)
Week 8			
M Oct 21 Monday	TWS 4 Sequencing a week of instruction		Practicum Class on Campus
W Oct 23 Wednesday	How Do I Design an Explicit Instruction Lesson? Feedback	Read <i>Explicit Instruction</i> Ch 7	Study Guide #4 Practicum Class on Campus
Week 9			
M Oct 28 Monday	How Do I Design an Explicit Instruction Lesson? Designing practice opportunities	Read <i>Explicit Instruction</i> Ch 8	Study Guide #5
W Oct 30 Wednesday	How Do I Design an Explicit Instruction Lesson? Guided Practice Moving from Acquisition to Proficiency	Read <i>Explicit Instruction</i> Ch 2 p. 32-39	Study Guide #6
Week 10			
M Nov 04 Monday	No Class	Work on Lesson Plans	
W Nov 06 Wednesday	Midterm-No Class		CPSE 452 Midterm
F Nov 08 Friday			Third Teaching Video Due in Practicum Class (Opening, Modeling and Guided Practice) Lesson Opening through Guided Practice
Week 11			
M Nov 11 Monday	How Do I Design an Explicit Instruction Lesson Independent Practice Moving from proficiency to maintenance		
W Nov 13 Wednesday	Teaching Rule Based lessons	Read <i>Explicit Instruction</i> Ch 4	Study Guide #7
F Nov 15 Friday			TWS 4 Due in Practicum Class RTWS_Performance_Prompt_and_Scoring_Rubric.pdf Download
Week 12			

M Nov 18 Monday	How do I end my lesson? Lesson Closing How to Intensify Your Instruction	Read <i>Explicit Instruction</i> Ch 2 p. 39-41 Intensifying Instruction.Stevenson.2017.pdf Download	Study Guide #8
W Nov 20 Wednesday	High Leverage Practices Choose an evidence based practice to present		
F Nov 22 Friday			Fourth Teaching Video Due in Practicum Class (Opening, Model, Guided Practice, and Independent Practice) Lesson Opening through Independent Practice
Week 13			
M Nov 25 Monday	Evidence Based Practice: Teaching Strategies	Read all pages of the SRSD Iris Module https://iris.peabody.vanderbilt.edu/module/srs/cr_assess/#content	IRIS Module SRSD
W Nov 27 Wednesday	No Classes		
Week 14			
M Dec 02 Monday	Evidence Based Practice: Peer Assisted Learning Strategies and Classwide Tutoring Teams	Read the following articles CWPT.2012.pdf Download K-PALS.2011.pdf Download	Study Guide #9
W Dec 04 Wednesday			
F Dec 06 Friday			Fifth Teaching Video Due in Practicum Class (Opening, Model, Guided Practice, Independent Practice, Closing) Lesson Opening through Lesson Closing
Week 15			
M Dec 09 Monday	Promising Practice: Cognitively Guided Instruction Guest Presenter Damon Bahr	Read the following website http://www.promisingpractices.net/program.asp?programid=114	Study Guide #10
W Dec 11 Wednesday	Present on an Evidence Based Practice, Research Supported Practice or Promising Practice		
Th Dec 12 Thursday			
Week 16			
T Dec 17 Tuesday	Final Exam: 341 MCKB 2:30pm - 5:30pm		
Th Dec 19 Thursday			