CPSE 606
Psycho-Educational Foundations
Winter Semester 2010

Class time: Thursday 12:00 - 2:30
Room: 343 MCKB
Instructor: Melissa Allen Heath, Ph.D.
Office: 340-K MCKB
Office Hours: Monday 1:00 – 3:00
Thursday 2:30 - 4:30

Please call or e-mail to set up an appointment if my office hours are not convenient to your schedule.
Office Phone: 422-1235 (my office) or 422-3857 (secretary)
Home Phone: 491-8386
E-mail: Melissa_Allen@BYU.EDU

TEXT BOOKS:


ADDITIONAL READING:
NASP Training Standards found on the NASP website:
http://www.nasponline.org/certification/FinalStandards.pdf

The Professional Conduct for School Psychology (NASP ethical guidelines)
http://www.nasponline.org/pdf/ProfessionalCond.pdf

MAJOR WEBSITES:
Office of Special Education Programs (OSEP)
http://www.ed.gov/about/offices/list/osers/osep/index.html?src=mr

US Department of Education home page
http://www.ed.gov/index.jhtml

National Center for Education Statistics
http://nces.ed.gov/

Utah State Office of Education Special Education Services

Utah State Board of Education Special Education Rules (red type is newly revised)

Special Education Rules Reach for the Stars (BLACK BOOK)

Course Description
This course provides an overview of the expanding field of School Psychology, the advances in the role of the School Psychologist as a collaborative reflective decision-maker and data-oriented problem solver. This course reviews information and investigates numerous topics related to the profession of School Psychology including the historical development of the specialty; collaborative relationship with special education; graduate training and models of professional preparation; practical information related to licensure, certification, and accreditation; diversity of job settings and opportunities; diversity of client populations served; past and current publications
related to education and pertinent research topics, internet resources and the growing role of technology with related school based intervention and practice; legal and ethical dilemmas facing school psychologists; and special education laws and policies relevant to the practice of school psychology. During this course, students investigate and discuss their observations of a variety of educational and psychological programs and practices. Additionally, this course investigates how the profession of School Psychology interfaces with organizations and systems, inclusive of the individual, family, school system, and community. Of particular importance, this course also focuses on how special education guidelines, practice, and law impact the manner in which services are offered to meet the educational and social emotional needs of students. Practical applications of special education services in school settings are discussed: the process of identifying and tracking student needs, assessing for educational disabilities and the need for special education services, writing IEP goals, and identifying research-based interventions for individuals, groups, and systems.

Course Objectives

PORTFOLIO: During this course the students will organize portfolio work samples to demonstrate competency in meeting the following course objectives:

1. Identify key dates and important events individuals who were critical in developing the American educational system and the profession of School Psychology.
2. Identify the major special education laws and ethical codes guiding the practice of School Psychology, in addition to understanding the common ethical and legal dilemmas in school settings.
3. Develop a conceptual framework and understanding of how School Psychologists collaborate in reflective decision-making, meeting the needs of students, parents, teachers, schools, and communities.
4. Become familiar with the major licensing and certification standards regulating the practice of School Psychology (national and state level).
5. Describe the diversity of students served and staff and professionals serving children (ethnic, linguistic, religious, special education needs and numbers of students and staff). Describe the sensitivity and skills needed to effectively serve diverse populations (e.g. considering the range in abilities from intellectually challenged to gifted, age diversity from preschool through adult learners). In particular describe consultative skills required to communicate effectively with parents, teachers, and school administrators across such a variety of backgrounds.
6. Review key research topics, publications, and internet resources related to schools and the practice of school psychology.
7. Develop list of internet resources to assist with school based interventions, particularly research-based handouts for parents and teachers on topics such as behavioral interventions, academic interventions, and strategies for improving social skills. These resources will assist school psychologists in identifying effective research-based interventions for IEP goals and accommodations for students identified with educational disabilities.
8. Develop a contact list of local, state, and/or national agencies/programs and professionals from which information can be easily and quickly gathered to assist with staff training, school wide prevention programs, program evaluation, and improving home-school and school-community partnerships.
9. Investigate disciplinary actions and the impact of alternative educational settings and programs in meeting extreme student behavioral challenges.
10. Identify and understand the meaning of special education terms commonly used in school settings.
11. Demonstrate knowledge of 13 areas of disabilities described in federal and state guidelines. List assessment tools commonly used in identifying these disabilities and describe associated educational needs.

Course Requirements

Reading: Students are required to read weekly assigned readings --aligned with course objectives. Each week, students are expected to read the assigned material and complete a reflection paper. Students are also expected to summarize their experiences observing school psychologists and other professionals in a public school/educational setting. For each class period, students will submit a reflection paper (approximately 1 to 2 single-spaced typewritten pages per paper) and include these reflection papers in their 606 PORTFOLIO.

Portfolio: Students will collect and organize class assignments: reflection papers, notes, handouts from presentations. Portoflio content should address the 12 major objectives listed under course objectives. The portfolio is due on the date/time of the final exam.

Weekly School-Based Experiences: Students will select, carry out, and then describe their weekly school based experience. This is included in the weekly reflection paper. This information will also strengthen class discussions as we focus on specific topics, concerns, and insights.
**2 Class Presentations:** During the semester each student is responsible for *one week’s* topic from the course lecture topics (*Best Practices Readings*) and *one* historical person (*HISTORY READING*). These are not necessarily on the same day. Students will prepare a **20-minute class presentation** summarizing the Best Practices Readings. Students will prepare a **10-minute presentation** on the The HISTORY READING. For each of the presentations, the presenting student is responsible for a 1-2 page summary of the Best Practices Readings (may include Websites and additional information if desired) and a 1 page summary of the Historical Reading. For each presentation classmates and professor will offer supportive feedback to presenters. (see grading rubric)

**Final Exam:** Students are also required to complete a **final examination.** The exam will cover the topics addressed in the readings and class discussions. The exam will consist of multiple choice and essay questions.

**COURSE GRADING SYSTEM**

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<tr>
<th>POINTS</th>
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<td>4.0</td>
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**Evaluation of knowledge, skills, and disposition:**

Student performance, specifically in the areas of knowledge, skills, and professional disposition, will be assessed during the course. This information will be formally reviewed during the end-of-semester faculty evaluations of student progress. Additionally, students will receive feedback regarding their standing midway through the course and also at the end of the semester after all course assignments are graded. If a student’s performance is unsatisfactory in any of these three major areas (knowledge, skills, and disposition), the professor will set up an interview with the student to discuss a remediation plan.

1. **Knowledge base:** Students earning a semester total of less than 85% on their assigned readings, presentations, and reaction papers, and below 85% on their final exam score will be considered *unsatisfactory* in their knowledge base. *Marginal* performance will be designated to students earning 85%-90% on the averaged score of their assignments or 85-90% on their final exam.

2. In order to assess **skills**, students will be provided with both peer and professor’s feedback on reaction papers and class presentations. Students will also self-evaluate their own work, noting strengths and weaknesses and setting goals for improvement.

3. **Professional disposition** will be assessed in terms of promptness to class; quality of preparation for class (completing readings and contributing to class discussion); sensitivity and responsiveness to ethical and legal matters; sensitivity to multicultural considerations and individual diversity; consistency of attention and interpersonal involvement in class; openness/responsiveness to professor and peer-feedback regarding professional disposition; and cooperation and collaboration in group learning activities.

Note: Attending class and arriving on time reflects professional disposition. Those who miss class and/or are consistently late (late is defined as arriving 6 or more minutes late; consistently is defined as 3 or more times of being late) will receive an unsatisfactory review during semester student evaluations. In-class behavior considered to be unprofessional includes responding to or making cell phone calls—except for emergency calls, e-mailing, texting, reading the newspaper, sleeping, and engaging in distracting or off-task behaviors. Students missing more than 2 classes will receive one full grade deduction for each additional class missed (except for extraordinary circumstances or illness—no doctor notes are required).

**Feedback to Students:**

Students will be apprised of their progress throughout the semester (grades on readings, presentations, and short papers, etc.) and will receive written feedback from the professor midway through the course and upon completing course assignments/requirements. Regarding their performance in this class, students will receive a written summary of information to be shared in faculty meeting at the end of the semester.

**Summary of Information Regarding Student Semester Evaluations:**
Students earning a grade below 85% on the final for the entire course (total points) will receive an “unsatisfactory” rating for the semester student evaluation of “knowledge.” Students receiving a grade below 90% on the final or the average of class assignments (total points) will receive a “marginal” rating in the area of “knowledge.”

Students arriving late to class (6 or more minutes late) more than 3 times will receive a marginal rating on their faculty evaluation in the area of disposition.

**POLICY:**

**Late work**

Assignments turned in after the due date will receive a maximum of 70% of the possible points for the assignment. However, in situations involving a personal emergency, circumstances will be considered and appropriate accommodations made.

**Respecting Others**

Respecting individual and group differences is not only a professional issue, it is a basic tenet of Brigham Young University’s honor code. Disrespect or discrimination will not be tolerated.

**Preventing Sexual Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity receiving federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 378-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 378-2847.

**Accommodations for Students with Special Learning Needs or Identified Disabilities**

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 Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students with disabilities who are appropriately identified through the university’s Center for Students with . Services are coordinated with the student and instructor by the SSD Office. 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. For assistance in resolving concerns, contact the Equal Employment Office at 422-5859, D-282 ASB.

**READING, LEARNING ACTIVITY, AND REFLECTION PAPER**

**NOTE: All students participate in class discussions. For each class period students come prepared with a reaction paper (1 – 2 pages single spaced).**

(1) Read assigned reading and also explore additional information on the topic. Participate in an activity related to the topics presented in weekly reading or related to the 12 learning objectives (listed previously in the syllabus). Prior to participating in your learning experience, list key questions or goals. What are you curious about or what you want to learn?

(2) Prior to class, discuss your experience with school-based professionals and/or members of the cohort.

(3) Write a 1 to 2 pg single-spaced reaction paper including info about your learning experience and thoughts related to the assigned readings. Turn in one reflection paper each week.

(4) Participate in the class discussion regarding your experience and assigned readings.

**SUGGESTED LEARNING EXPERIENCES**

**Roles and Functions of School Professionals**

___ Observe a few hours of a school psychologist’s working day. Conduct an interview with him/her regarding his/her roles and functions as a school psychologist.

___ Review NASP website information or information about the roles of school psychologists.

___ Interview one of the following professionals regarding his/her professional roles and functions as well as working relationships with school psychologists:

- Special Education Teacher
- Child Guidance Specialist
- Speech Pathologist
- School Social Worker
School Nurse  
Principal/Assistant Principal  
Other School Staff Member

**Ethics and Law in Public Schools**

___ Discuss an ethical dilemma with a school-based professional. Review the 9-step format (used in prac & internship) to assist in evaluating the dilemma.

___ Set an appointment with a person responsible for the official paperwork for Special Education and discuss “Why all the paperwork?”

___ Discuss IDEA with a school counselor or a school psychologist.

___ Discuss IDEA with a teacher or special educator.

___ Discuss IDEA with school administrator.

___ Discuss “No Child Left Behind” with a teacher, principal, or other school-related special educator.

**Power in public schools: Who is in control of school policy?**

___ Attend a school board meeting in a public school system.

___ Attend a meeting involving a School-Based Decision-Making team (IEP team)

___ Interview the school secretary and school custodian. How do they fit into the puzzle of power and control?

___ Review the website for the Utah State Board of Education, their licensing policies, etc.

**Accommodations for Students in Public Schools: IDEA**

___ Summarize the major points of IDEA

___ Review teachers’ feedback on IDEA—strengths and weaknesses

___ Review the US Department of Education’s website and list major points of IDEA

**What matters most in public schools?**

___ Interview a high school principal who has been involved in public education for more than 20 years. Ask them about their views on what really matters most in public schools.

___ Interview a middle school Principal who has been involved in public education for more than 20 years. Ask them about their views on what really matters most in public schools.

___ Interview an Elementary School Principal who has been involved in public education for more than 20 years. Ask them about their views on what really matters most in public schools.

___ Interview a parent with high school aged children. Ask them about their views on what really matters most in public schools.

___ Interview a teacher with more than 20 years experience. Ask them about their views on what really matters most in public schools.

___ Interview a grandparent with school-aged grandchildren. Ask them about their views on what really matters most in public schools.

___ Interview a parent with children identified with special needs. Ask them about their views on what really matters most in public schools.

**Diversity: The big picture of schools: Who are the kids we serve?**

___ Review the website for the National Center for Educational Statistics.

___ Review the statistics for Utah schools and local districts: How do we compare?

___ Review NASP website information on multicultural issues in schools.

___ Review NASP website information on language issues in schools.

**REVIEW IEP paperwork (not filled in with info—blank)**

___ How does a special ed teacher assist in filing out this paperwork (interview)

___ Interview a Special Education teacher and ask about the major points to remember when creating an IEP

___ Interview a School Psychologist about their role in and IEP meeting

___ What types of goals are set in an IEP? Ask a teacher or a SP

**LRE—Least Restrictive Environment**

___ Visit the US Department of education and review the major information about LRE

___ Interview a principal about their views related to LRE

___ Interview a Special Ed director or Special Ed teacher about LRE

**Procedural Safe Guards**

___ Bring paperwork from a local school

___ Discuss this paperwork with a Special Education Director or Special Education Teacher
Discuss this paperwork with a parent of school age children

**Discipline and supervision of students with challenging behaviors**

- Visit a self-contained classroom.
- Visit an alternative school setting.
- Visit a Youth Detention Center (Slate Canyon).
- Interview a bus driver and discuss the challenges of controlling student behavior in settings with limited adult monitoring.
- Visit a school during limited adult supervision times: before or after school. Observe adult monitoring of student behavior. In particular, observe students’ bullying and harassing behaviors.
- Interview a school board member about difficulties they are facing in their school district.

**Community Resources**

- Interview a community mental health worker.
- Interview a case worker from the Department of Child and Family Services (DCFS) about their relationship with schools and reports of child abuse.
- Interview a psychologist or social worker from the Children’s Justice Center.
- Interview a police officer involved with the Dare Program or who serves as a liaison to the public schools.
- Visit a Family Resource Center, Community Mental Health Center, or Youth Services Center.
- Interview an individual who volunteers in schools (tutoring, big brothers/sisters, etc)
- Interview the State Mental Hospital director of youth services or one of their child/adolescent psychologists.
  - How do they assist students in fitting back into their school system? How do they coordinate communication with schools and mental health services in schools.
- Make a list of community resources and internet resources schools may tap into when assisting children with mental health issues.

**Alternative School Programs**

- Select and review a current article (dated 2005-2010) explaining alternative school settings for students who are expelled from the mainstream school setting.
- Visit an alternative school setting.
- Interview a teacher involved with an alternative school setting.
- Interview a police officer who works with adjudicated youth or a youth detention program.
- Review the TOOL BOX for alternatives to traditional discipline and school expulsions (Melissa will provide this handout).
- Interview a case worker or social worker who works for the Utah State Hospital and serves in the Youth Programs.
- Interview a school district leader who helps coordinate services with adjudicated youth.
- Visit a drug treatment center that provides treatment services for youth.

Each student is responsible for 2 Class Presentations

- (1) BEST PRACTICES READINGS
  - prepare a 20 minute presentation & 1-2 pg handout
- (2) HISTORY READING
  - Prepare a 10 minute presentation & 1 pg handout

**Class Readings & extra reading:**

All students must read: assigned reading and the following internet resources:

1. NASP training standards
   [http://www.nasponline.org/certification/FinalStandards.pdf](http://www.nasponline.org/certification/FinalStandards.pdf)
2. The Professional Conduct for School Psychology (NASP ethical guidelines)
3. Special Education Rules
### HISTORY READING LIST

Each student reviews the historical background of their assigned person:

- **Historical Timeline of Psychology:**
  [http://www.learner.org/discoveringpsychology/history/history_nonflash.html](http://www.learner.org/discoveringpsychology/history/history_nonflash.html)

- **Pioneers in psychology:**
  [http://www.learner.org/discoveringpsychology/pioneers.html](http://www.learner.org/discoveringpsychology/pioneers.html)

- **Classics in the history of psychology**
  [http://psychclassics.yorku.ca/](http://psychclassics.yorku.ca/)

<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
<th>Reading Assignment</th>
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<tbody>
<tr>
<td>Feb 4</td>
<td>Sara</td>
<td>James McKeen Cattell (1890), <em>Mental tests and measurements</em>. <em>Mind</em>, 15, 373-381. [An account of one of the first attempts at what we would now call intelligence testing.]. <a href="http://psychclassics.yorku.ca/Cattell/mental.htm">http://psychclassics.yorku.ca/Cattell/mental.htm</a></td>
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<tr>
<td>Feb 18</td>
<td>Leslie</td>
<td>Edward L. Thorndike (1910), <em>The contribution of psychology to education</em>. <em>Journal of Educational Psychology</em>, 1, 5-12. [Early contribution to educational psychology.]. <a href="http://psychclassics.yorku.ca/Thorndike/education.htm">http://psychclassics.yorku.ca/Thorndike/education.htm</a></td>
</tr>
</tbody>
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Grading Rubrics for 606 Activities
Points for class = 100

COURSE GRADING SYSTEM
4.0 A  94 - 100 points  (94 - 100%)
3.7 A-  90 - 93.9 points  (90 - 93%)
3.4 B+  87 - 89.9 points  (87 - 89%)
3.0 B  83 - 86.9 points  (83 - 86%)
2.7 B-  80 - 82.9 points  (80 - 82%)

POINTS ACTIVITY
12 Reading assigned material – evident in class discussion (1 point per week)
24 12 Reflection Papers (due each week of class) (2 points per reflection paper)
24 Final examination
20 2 in-class presentations (History & Best Practices) & 1-2 page handout summarizing presentation
20 Portfolio/file of work samples/handouts & reflection papers

Reflection Papers
12 papers (2 points per paper)

<table>
<thead>
<tr>
<th>SEMESTER TOTAL POINTS</th>
<th>range = 0 - 24</th>
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<tr>
<td><strong>Readings</strong></td>
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<tr>
<td>0= Did not complete readings. Did not include readings in class discussion.</td>
<td>12 = Partially completed readings (less than 75%), did not outline and bullet main points. Did not participate in class discussion.</td>
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SCORING of individual PAPERS:
0= paper is not submitted  1 = minimal writing skill, minimal evidence of understanding & major points are not emphasized, disorganized; numerous typos; and poorly written.  1.5 = substandard organization; major points are not well developed; several typos and reflects basic writing skills. 1.75 = adequate writing skill – adequate development, major/important points are identified, but not well developed. 2= demonstrates above average writing skill, attends to important points, well organized.
<table>
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<tr>
<th>Best Practices PRESENTATION &amp; HANDOUT</th>
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<th>2</th>
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<th>6</th>
<th>8</th>
<th>10</th>
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<tr>
<td>In-Class Presentation (10 pts)</td>
<td>Did not participate in presentation</td>
<td>minimal presentation skills; minimal evidence of understanding; includes misinformation; major points are not emphasized; disorganized; and not adequately communicated. Substandard preparation is evident.</td>
<td>superficial preparation; minimal organization; major points not identified not well developed; and reflects few basic presentation skills</td>
<td>adequate presentation skill; major/important points are identified but not well developed; needs more preparation</td>
<td>sufficient preparation; demonstrates average presentation skill; attends to important points but not sufficiently organized nor fully developed</td>
<td>professionally presented (dress and skill in presenting are appropriate); points are clearly communicated &amp; presentation holds interest of audience; extensive preparation is evident.</td>
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<td>History &amp; Best Practices</td>
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<td>Handout accompanying presentation</td>
<td>Did not prepare handout.</td>
<td>minimal writing skill; minimal evidence of understanding; major points are not emphasized; disorganized; numerous typos; poorly written &amp; does not hold reader’s interest</td>
<td>substandard organization; major points are not well developed; several typos; reflects basic writing skills</td>
<td>adequate writing skill –adequate development; major/important points are identified but not well organized nor developed</td>
<td>demonstrates above average writing skill; attends to important points; well organized</td>
<td>exceptional writing skill; well written; information is well organized; points are succinctly and accurately expressed; holds reader’s interest; follows APA style</td>
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Feedback:

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<tr>
<th>HISTORY PRESENTATION &amp; HANDOUT</th>
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Feedback:
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<tr>
<th>DATE</th>
<th>READING BOOK: Ed Politics &amp; Policy</th>
<th>20-minute BEST PRACTICES Presentation &amp; 2 pg summary</th>
<th>BEST PRACTICES READING</th>
<th>10-minute HISTORY Presentation &amp; 1 pg handout</th>
<th>BOOK: SPECIAL EDUCATION</th>
<th>Discussion Topics</th>
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<tr>
<td>Jan 7</td>
<td>Chapter</td>
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<td>Chapter</td>
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<td>Time Line: History and Theories of Education</td>
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<tr>
<td>Jan 14</td>
<td>Chapters 1, 2 &amp; 3</td>
<td>Buddy</td>
<td>Chapter 102</td>
<td>Lindsay #1 Lightner Witmer</td>
<td>1-2; 117-132; 156-158; 170-173</td>
<td>Special Education: Overview and Introduction to terms &amp; Practices, IEP, Procedural Safeguards, etc. Funding: General Education &amp; Special Education</td>
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<tr>
<td>Jan 21</td>
<td>Chapters 4, 5 &amp; 6</td>
<td>Jenni</td>
<td>Chapter 22</td>
<td>Shalon #2 William James</td>
<td>95-105; 173-183</td>
<td>Specific Learning Disability: Basic reading skills &amp; reading comprehension - IEP - Interventions</td>
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| Jan 28   | Chapters 7, 8 & 9                  | Shalon                                              | Chapter 31             | Jenni #3 Alfred Binet                        | 106-108                | (a) Developmental Delay, Early childhood services & assessment, Speech & Language delays---Child Find System  
(b) Communication Disorder---IEP ---Interventions |
| Feb 4    | Chapters 10 & 11                   | Leslie                                              | Chapter 17             | Sara #4 James McKeen Cattell                 | 144; 148-149           | Specific Learning Disability: Oral expression & listening comprehension  
NOTE: I will supplement this information |
| Feb 11   | Chapters 12 & 13                   | Lindsay                                             | Chapter 120            | Buddy #5 G. Stanley Hall                     | 159-166                | (a) Legal Issues impacting special education services & education  
(b) Mainstreaming & Special Education Placements-Least Restrictive Environment  
Visiting Lecture: Betty Ashbaker |
| Feb 18   | Chapters 14 & 15                   | Sara                                                | Chapter 88             | Leslie #6 Edward L. Thorndike                | Bottom 195-208         | School Discipline Issues  
Behavior Plans & IEP  
Visiting lecture ---Michelle Marchant |
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<th>Date</th>
<th>Chapter(s)</th>
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<td>Chapters 16, 17, &amp; 18</td>
<td>Nichole</td>
<td>Chapter 95</td>
<td>Julie #7</td>
<td>Pgs 2-17 in Special Ed additional readings</td>
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<td>Henry Goddard</td>
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<td>March 11</td>
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<td>Julie</td>
<td>Chapter 7</td>
<td>Nichole #8</td>
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<td>Chapter 42</td>
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