Course Title: Exceptional Students: Principles of Collaboration

Course Credit: 2 semester hours

Instructor: Dr. Betty Y. Ashbaker, Ph.D.
Betty_Ashbaker@byu.edu
340 Q MCKB
phone 801-422-8361 (leave a message-- I can receive it via email when I’m not in my office).

Office Hours: I am generally available Monday through Wednesday, but prefer scheduled appointments-best if immediately following class or by other pre-arrangement. I can better prepare to meet your needs and avoid interruptions during our meeting if you schedule an appointment in advance

Teaching Assistant: Julia Shreeve
jmshreeve@gmail.com (please put “CPSE 300” in the subject line for all emails)
480-233-3422 (text messages are preferred)

Office Hours: By appointment.

Course Times: 11:00-12:50, room MCKB 160

Course Description: This course prepares future elementary classroom teachers to understand how students with exceptionalities learn, and how to use basic strategies to meet their educational needs.

Course Objectives: Teacher candidates will demonstrate their knowledge of:
• Characteristics of at-risk for and high incidence disabilities that impact behavior and academic performance.
• The ethical and legal responsibilities of general educators to educate students at-risk or with disabilities.
• Universal design to support the learning and achievement of all students.
• Appropriate classroom accommodations to provide access to core curriculum for students at-risk for and with disabilities.

Prerequisites: None

Concurrent Field Experience: Teacher candidates are required to work a minimum of 10 hours with a student who has disabilities, or a student who is at-risk of school failure. They will submit case study assignments regarding this volunteer work.


**Websites:**
Cengage Publisher: [http://www.cengagebrain.com](http://www.cengagebrain.com) (“How to” registration video - [http://www.cengagebrain.com/static/flash/Registration_Video.html](http://www.cengagebrain.com/static/flash/Registration_Video.html))
- The access Code From Bookstore is required to register online.
- The Coursemate Course Key is also required: CM- 9781133490890-0000035

(This Course Key allows your name to be placed in the instructor’s Course Smart gradebook.) I will be using the Coursemate Gradebook so activities can be automatically recorded.

**Guiding Model**

The figure below illustrates the mental model for the course. Teachers have a responsibility to oversee the education of all students in their classroom and for collaborating with others to determine appropriate education for students with exceptional learning needs. Teacher candidates will learn how universal design for learning (UDL) allows teachers to adapt curriculum, customize the delivery of instruction, and assess students in ways that permits students to demonstrate mastery of the curriculum. Teacher candidates will also learn how to evaluate the academic/social performance of their students and how to initiate interventions when students are at-risk for failure. They will learn how to make instructional accommodations/adaptations that meet the educational needs of students who qualify for special education services and collaborate with others in ensuring an appropriate and effective education for all students.

**Implement Universal Design for Learning in the General Classroom for All Students**

If less successful

**Identify At-Risk Students**

**Assess Instructional Needs**

Teacher
### Course Standards, Objectives and Assessment Alignment

<table>
<thead>
<tr>
<th>InTASC*</th>
<th>Objectives</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Diverse Learners</td>
<td>1. Characteristics of at-risk for and high incidence disabilities that impact behavior and academic performance.</td>
<td>Chapter 1, 4, 5, &amp; 6 Quizzes Disability Awareness Log Practicum Reflection Log Final Project (Case Study)</td>
</tr>
<tr>
<td>5. Learning Environments 7. Planning Instruction</td>
<td>2. Universal design for learning to support learning for all students.</td>
<td>Chapter 2 &amp; 8 Quizzes Praise Notes Final Project (Unit Plan)</td>
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<tr>
<td>10. Collaboration, Ethics and Relationships</td>
<td>3. The ethical and legal responsibilities of general educators regarding the education of students at-risk for and with disabilities.</td>
<td>Chapter 3 &amp; 7 Quizzes RtI Module Related Services Module Practicum Written Report</td>
</tr>
<tr>
<td>5. Learning Environments 7. Planning Instruction</td>
<td>4. Appropriate classroom accommodations to provide access to core curriculum for students at-risk for and with disabilities.</td>
<td>Chapters 8, 9, 10, &amp; 11 Quizzes Visit to the Resource Room Behavior Module Final Project (Tier 2 and Accommodation Plans; Presentation)</td>
</tr>
</tbody>
</table>

Assignments and Quizzes

Students will be assessed in four aspects of this course: (1) textbook materials, (2) IRIS on-line modules, (3) field experience assignments, and (4) other course assignments. Each is listed below and then described in more detail. *Item in italics will not be graded but is a requirement of the course.*

1. Textbook Materials
   a. Chapter Quizzes
   b. Making Connections Questions
   c. Video Questions
2. IRIS On-Line Modules
   a. Response to Intervention
   b. Related Services
   c. Behavior Management
3. Field Experience Assignments
   a. *Arrange and Complete Field Experience*
   b. Practicum Reflection Log
   c. Praise Notes
   d. Visit to a Resource Room
   e. Practicum Written Report
4. Other Course Assignments
   a. Disability Awareness Assignment
   b. Final Exam

All written assignments should have only minor errors in writing mechanics, including spelling, punctuation, and grammar. Good sentence and paragraph construction should be present. And people first language should always be used.
**Textbook Materials**

Teacher candidates will read 11 chapters of the Gargiulo and Metcalf textbook and complete on-line quizzes and making connections questions for 10 chapters. The quizzes and questions are located on the publishers’ on-line URL access (see Learning Suite and first page of this syllabus). These are submitted on the Cengage website.

**Chapter Quizzes**
Each on-line chapter quiz consist of 20 multiple choice items. Teacher candidates will read the chapter and take the quiz **BEFORE CLASS** on the class period listed on the class schedule or the student will forfeit the points. Although you are expected to read the chapter before taking the quiz, you may refer to the text to complete the quiz. Each quiz score will be divided by 4 to convert the score to points (e.g., 20 points = 5 points, 16 points = 4 points). **COMPLETE 11 QUIZZES (We’ll drop the lowest score)**

**Making Connections Questions**
Making connections questions are available for each chapter on-line. Teacher candidates will answer one question for each chapter. Some choices are provided as outlined on the class schedule. As with the chapter quizzes, you must read the chapter and complete the question **before class** on the class period listed on the class schedule or forfeit the points. You may refer to the text in answering the question. Each response should be approximately three paragraphs and will equal 5 points. **COMPLETE 10 OF THE 11 MAKING CONNECTIONS QUESTIONS.**

**Video Questions**
Ten on-line videos have been selected that correspond to most of the chapters. Teacher candidates will view the videos **IDENTIFIED IN THE CLASS SCHEDULE** and write **ONE** question about the video. The questions are to be submitted through Learning Suite **BEFORE CLASS** on the class period listed on the class schedule or you will forfeit the points. Questions may be, for example, requesting clarification or asking for additional information of what you have viewed. Each question will be worth 1 point.

**Textbook Assignments**

<table>
<thead>
<tr>
<th>Textbook Assignments</th>
<th>Points Possible</th>
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</thead>
<tbody>
<tr>
<td>• Chapter Quizzes 10 @ 5 points each</td>
<td>50</td>
</tr>
<tr>
<td>• Making Connections 10 @ 5 points each</td>
<td>50</td>
</tr>
<tr>
<td>• Video Questions 10 @ 2 points each</td>
<td>20</td>
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</table>

**Subtotal**

120
IRIS Modules

Teacher candidates will complete three IRIS on-line modules and submit answers to the assessment questions at the end of the module. To begin each module, access http://iris.peabody.vanderbilt.edu/. Click on resources, and in the topics column click on RTI, Related Services, or Behavior. Then click on the specific module identified below. Work through each phase of the module (from the Challenge through the Wrap up). Each module is worth 15 points.

**RtI Overview Module**
This module outlines the differences between the IQ-achievement discrepancy model and the Response-to-Intervention (RtI) model. It also offers a brief overview of each tier in the RtI model and explains its benefits. Answer the four assessment questions. Submit responses through Learning Suite BEFORE CLASS.

**Related Services: Common Supports for Students with Disabilities Module**
This module offers a description of related services and an overview of the benefits they provide to students with disabilities in the general education classroom. It highlights five commonly used related services (Physical Therapy, Occupational Therapy, Speech-Language Pathology Services, Social Work Services, and Psychological Services) and briefly highlights many of the other related services as identified through IDEA ’04. Answer the five assessment questions. Submit responses through Learning Suite BEFORE CLASS.

**Behavior SOS: Helping Students Become Independent Learners Module**
This module describes how teachers can help students stay on task by learning to regulate their behavior. The four strategies discussed are self-monitoring, self-instruction, goal-setting, and self-reinforcement. Answer the assessment questions, create a self-monitoring form for a student, and describe how you would teach the student to use the form. Submit responses through Learning Suite BEFORE CLASS.

<table>
<thead>
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<th>IRIS Module Assignments</th>
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<tr>
<td>• RtI (Part 1)</td>
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<tr>
<td>• Related Services</td>
<td>15</td>
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<td>• Behavior Management</td>
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**Subtotal** 45
Field Experience Assignments

Teacher candidates are required to complete a 10-hour field experience as part of this course. Placements are made through the BYU Center for Service and Learning.

Assignment #1: Arrange for and complete the field experience
Teacher candidates must complete the following steps to arrange their field experience:

- Register with the Center for Service and Learning (2330 Wilkinson Center) TOPS program during the FIRST WEEK OF THE SEMESTER. (Available on-line)
- Give the teacher “the letter to cooperating teacher” (on Learning Suite).
- Discuss the assignment for this course and obtain his/her signature on the Practicum Contract Sheet (on Learning Suite). You will work out a time frame that works both with your schedule and the teacher’s classroom schedule. You should spend time with one or more students who are experiencing difficulty academically (i.e., learning to read, write, spell, or solve mathematic problems). Ten total hours are to be completed during the semester.

Assignment #2: Practicum reflection Log
This assignment consists of four parts: (1) Log the time spent working with student, as well as the date, location and activity. (2) Describe the learning activity and any learning characteristic observed for the student with whom you are working. (3) List or describe how and/or what you did to assist the student with the assigned learning activity. (4) List and reference an accommodation that addresses the concern. Use the Practicum Reflection Log provided on Learning Suite.

Assignment #3: Praise Notes
Teacher candidates must create a praise note and present 10 praise notes to various students. The praise note should include spaces for (1) the name of the student, (2) a description of the specific behavior that the student engaged in during the day, and (3) your signature. Both a log of who received the note (a variety of student names should be listed), the dates, and the specific behaviors that prompted each note must be listed. Also, a copy of the praise note must be submitted to receive maximum points. In addition, write a paragraph on this experience, specifically reflecting on the observed change(s) in your behavior and the students’ behaviors as a result. Share how you will apply what was learned from this assignment in your future classroom. (See form on Learning Suite).

Assignment #4: Visit to the Resource Room
Schedule a visit to a school’s resource room by contacting the teacher in advance. The purpose of this assignment is for you to learn about the resource room placement option for educating students with disabilities and to demonstrate your knowledge of teacher roles and responsibilities. During your visit, discuss with the teacher his/her roles and responsibilities for educating students with disabilities. Remember to schedule your visit in advance and be respectful of the teacher’s schedule while you are there.
Assignment #4: Visit to the Resource Room (Continued)
Include the following in a one-page (double spaced, 12 point font) write-up:
1. Describe setting, grade level, students, teacher’s background and physical environment.
2. State the teacher’s instructional objective on that particular day and the curriculum content (be as specific as possible).
3. Describe the service delivery model. For example, is it a pullout resource setting? (Is it a setting in which basic skills or a particular subject is being taught?)
4. Based on what you have learned thus far, evaluate the model. (Is it effective? If so, in what way? Would changes make the model more effective? If so, what are those suggested changes?)

Assignment #5: Practicum Written Report
1. Describe your moral/ethical and legal responsibilities for educating students with disabilities (consider the six components of IDEA), specifically the students you worked with.
2. Analyze your response to working with students with learning problems during your field experience. Provide specific examples of how you felt, or how you interacted with the students. Discuss how your feelings influenced your teaching. Describe how the knowledge you have acquired, and your experience working with your students, has shaped your perception of disability. Be specific. Describe your perceptions of disability and analyze how your experience and the knowledge you have gained have shaped your perception of disability.

Field Experience Assignments (Continued)

<table>
<thead>
<tr>
<th>Field Experience Assignments</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>• Arrange for and complete the field assignment</td>
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<tr>
<td>• Practicum Reflection Log</td>
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<td>• Praise Notes</td>
<td>20</td>
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<tr>
<td>• Visit to a Resource Room</td>
<td>10</td>
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<tr>
<td>• Practicum Written Report</td>
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Subtotal 105
Other Course Assignments

Assignment #1: Disability Awareness

Assignment Due Jan 28 by midnight

Complete ONE of the following: (1) family history analysis, OR (2) personal interaction analysis, OR (3) children’s literature analysis. A description of each follows:

1. **Family History Analysis.** Most families have members who were born with or acquired disabilities sometime in their lifetime. The purpose of this assignment is to learn more about these individuals and the history of your family’s response to those persons. Interview relatives to find out as much as you can about these family members. Spending time with those with disabilities can also be insightful. The person with a disability may be you. Learn what impact your disability had on your parents and other family members.
   a. Provide a concise, clear summary of how you went about your inquiry including dates, times, persons interviewed or interacted with, methods for inquiry, questions asked, and what you learned.
   b. Answer the following questions in a well-developed reflection on your inquiry and analysis of your findings:
      1. Describe your emotional, intellectual and behavioral responses to the exercise. How did the interview make you feel? What did it make you think? What did you want to do after conducting this interview?
      2. What has been discussed in class that ties into what you learned in the interview? Make a direct reference to how you have integrated new understandings and made connections with class lectures, discussions, readings, and in-class activities.
      3. What did you learn about individuals with exceptionalities or cultural/personal response from completing this exercise?
      4. How do others in your family view this person with a disability? What is your perception of disabilities?

2. **Personal Interaction with an Individual with Disabilities Analysis.** Provide a summary of an interaction with an individual with disabilities that you engaged in or observed. This interaction should have occurred within the last year. Provide information about when and where the interaction took place, who was involved in the interaction, and what happened. Describe the person with a disability that the interaction revolved around. Please use first names only or pseudonyms to protect the confidentiality of those involved.
   a. Describe your initial response to the interaction, and then dig deeper. Reflect on your own personal response to the interaction. What assumptions were challenged? What did you learn from the interaction? Consider how this interaction compares and contrasts with what you are learning about individuals with disabilities.
   b. Describe your emotional, intellectual, and behavioral responses to the interaction. How did this interaction make you feel? What did it make you think? What did you want to do after this interaction?
   c. What has been discussed in class that ties into what you experienced in this interaction and the comments you’ve made? What was your personal reaction to the interaction or connections you made with what you’ve experienced or learned?
d. Do you think people would have a more positive attitude about people with exceptionalities if they interacted with this individual? If so, explain why? What negative attitudes or beliefs about people with disabilities do you think might be subtly or not so subtly reinforced?

e. What did you learn about individuals with exceptionalities from this interaction? What is your perception of disabilities?

f. Did you notice other peoples’ reactions to this person? What were their perceptions of this person with a disability?

3. **Children’s Literature Analysis (see Suggested Book List under Course Forms).** For this assignment, a list of children’s literature that includes characters with disabilities is posted on Learning Suite. Please review one of the books on the list provided. The purpose of this assignment is to analyze how individuals with disabilities are portrayed in children’s literature. Read the book and briefly summarize the plot. Using what you are learning about specific disabling conditions, analyze whether the information presented is correct. Reflect on how this book impacts your perception of disabilities and determine if this book would be appropriate for a disability awareness lesson in your classroom. The analysis should include the following:
   a. The title and author of the book.
   c. Describe your emotional, intellectual, and behavioral responses to the book. How did this book make you feel? What did it make you think? Did the book motivate you to do anything?
   d. Analyze whether the information presented about the disabling condition is accurate. Be specific in providing examples from the book and comparing the information in the book with information available about the disabling condition.
   e. Discuss how this book would influence children’s perceptions of disability.
   f. Describe how you would use this book to teach about disabilities. Would you use this book in your class? If you would, explain why. If not, explain your reasons for not using the book.

**Assignment #2: Final Exam**

This project has four parts: (1) case study, (2) unit plan, (3) tier 2 intervention plan, and (4) accommodation plan. You will work in pairs to complete this assignment. Given that this is a collaborative project, you will also analyze your collaboration experience. You will create a written report for your project, as well as present your final project to the class. Some of the elements will be submitted separately, but should be placed in the final written product you submit. You will write a case study which you will use as the foundation for this project. The case study will describe a typical elementary classroom and include one case study for a student at-risk and one for student with disabilities.

**Other Course Assignments (Continued)**

**Assignment #2: Final Exam (Continued)**

1. **Case Study**

   Write a case study of one “typical” elementary classroom. You may use your field experience to help generate the case study although it should not represent the exact classroom in which you worked. Include in your case study:
   a. Classroom
      Provide a description of the classroom (e.g., grade level, teacher’s background) and the students (e.g., number, gender, ethnicity, disabilities).
   b. Student Description
      You will receive a detailed description of four students. (Age and grade are flexible, you can determine.)
2. **Unit Plan**  
Create a unit plan for the case study class using core curriculum standards for that grade level and the UDL principles discussed in class. You may select the content and core curriculum standard. *THE UNIT PLAN TEMPLATE AND AN EXAMPLE WILL BE POSTED IN LEARNING SUITE AND HANDED OUT IN CLASS DURING THE FIRST OR SECOND WEEK.*

3. **Tier 2 Intervention Plan**  
Based on the case study of a student who is at-risk of having a disability, create a Tier 2 intervention plan by (1) writing a goal in an area in which the student is struggling, (2) planning what you and others can do to help the student meet the goal, and (3) describing how you will measure and report progress. *THE TEMPLATE AND EXAMPLE WILL BE POSTED IN LEARNING SUITE THE FIRST OR SECOND WEEK OF CLASS.*

4. **Accommodation Plan**  
Based on the case study of a student who has a disability, you will create an accommodation plan by (1) identifying the specific area(s) in which the student is struggling, (2) planning two different accommodations to help the student master content of the unit plan, and (3) describing how you will measure and report progress. *SEE TEMPLATE AND EXAMPLE POSTED IN LEARNING SUITE.*

**Written Report**  
Your written report will be submitted as a pair and should include:

- The case study (as describe earlier).
- The unit plan.
- A description of the Tier 2 intervention plan for the at-risk student including how you will measure and report progress.
- An outline of how you would teach the two accommodations for the student with disabilities including how you will measure and report progress.
Other Course Assignments (Continued)

Written Report (Continued)
- An analysis of the collaboration experience (e.g., working with your partner). Rate your contributions and your partner’s contributions (1 to 5 scale; 5 = outstanding, 1 = completely inadequate). Discuss your successes and/or challenges collaborating.

Presentation
The oral presentation in class will consist of:
- A description of the case study.
- A description of the unit plan including an explanation of how it meets UDL criteria (provide copies to the class).
- A description of the tier 2 intervention and assessment plan (provide copies to the class).
- A description of the accommodations and assessment plan (provide copies to the class).
- A demonstration of the two accommodations.

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<thead>
<tr>
<th>Other Course Assignments</th>
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</thead>
<tbody>
<tr>
<td>Disability Awareness Assignment</td>
<td>10</td>
</tr>
<tr>
<td>Final Exam</td>
<td>110</td>
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Subtotal 120
## Course Assignments/Assessments

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<thead>
<tr>
<th>Assignments/Assessments</th>
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<tbody>
<tr>
<td><strong>Textbook Materials</strong></td>
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<tr>
<td>• Chapter Quizzes 10 @ 5 points each</td>
<td>50</td>
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<td>• Making Connections 10 @ 5 points each</td>
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<tr>
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<td><strong>Subtotal</strong></td>
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<tr>
<td><strong>IRIS Modules</strong></td>
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<tr>
<td>• RtI (Part 1)</td>
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<td>• Related Services</td>
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<tr>
<td><strong>Field Experience</strong></td>
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<td>• Arrange for and complete the field assignment</td>
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<td><strong>Course Evaluation</strong></td>
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<td><strong>TOTAL</strong></td>
<td>395</td>
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Your **letter grade** for the course will be calculated using the following percentages:

- A 95-100
- A- 90-94
- B+ 87-89
- B 83-86
- C+ 77-79
- C 73-76
- B+ 80-82
- B 70-72
- D+ 67-69
- D 63-66
- D- 60-62

Please refer to the following URL to learn more about policies relevant to you as a student in the McKay School of Education. This URL link includes our mission statement, as well as information about plagiarism, honor code, prevention of sexual harassment, students with disabilities, and diversity.

[http://education.byu.edu/cpse/documents/general%20syllabi%20department%20information%20%28Repaired%29.pdf](http://education.byu.edu/cpse/documents/general%20syllabi%20department%20information%20%28Repaired%29.pdf)

**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 my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at (801) 422-2847 if you have questions about those standards.

**Sexual Harassment:**
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at (801) 422-2130; the Honor Code Office at (801) 422-2847; the Equal Employment Office at (801) 422-4894; or Ethics Point at [http://www.ethicspoint.com](http://www.ethicspoint.com) or 1888-238-1062 (24 hours).

**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 (801) 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 establish grievance policy and procedures by contacting the Equal Employment Office at (801) 422-5895, D-285 ASB.