CPSE 402 - Section 002

Winter 2015

Section 002: 160 MCKB on Th from 1:00 pm - 2:50 pm

Instructor/TA Info

Instructor Information

Name: Heidi Nelson
Office Location: 340P MCKB
Office Phone: 801-422-1690
Email: heidi_nelson@byu.edu

TA Information

Name: Cassidy Koopmans
Email: cchronis93@hotmail.com

Course Information

Description

This course prepares future secondary classroom teachers to understand how students with exceptionalities learn and to use basic strategies for meeting their educational needs. Participants will identify the way individuals differ, the exceptionalities defined in the Individuals with Disabilities Education Act, strategies to instruct students with various learning needs, curricular adaptations and accommodations for students with disabilities, and ways to collaborate with parents and professionals.

Prerequisites

Admission to Secondary Education program or consent of instructor.

Learning Outcomes

Sensitivity
Demonstrate sensitivity to individuals with disabilities.

Effects of Diversity

Describe the effects of cultural, ethnic, and language diversity on the education of individuals with disabilities

IEP

Describe the steps in the Individual Education Program (IEP) process, including Individualized Transition Plans for students aged 14-22.

Research-supported Methods

Use research-supported methods for academic instruction of individuals with disabilities including explicit instruction, learning strategies, task analysis, and active participation.

Models and Strategies of Consultation

Describe models and strategies of consultation and collaboration including co-planning and co-teaching.

Definitions and Descriptions of Legal Structure

Define special education and describe the legal structure of services for individuals with disabilities, including the Individuals with Disabilities Education Act (IDEA).

Personal Philosophy

Develop a personal philosophy of special education which includes an understanding of the implications of Least Restrictive Environment as defined in IDEA.

Classroom Management Theories

Demonstrate knowledge of basic classroom management theories and an understanding of teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.

High and Low Incidence Disabilities

Describe the characteristics and educational implications of students with high and low incidence disabilities
General Curriculum

Demonstrate ability to identify and prioritize areas of the general curriculum and provide accommodations for individuals with exceptional learning needs.

Grading Scale

<table>
<thead>
<tr>
<th>Grades</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>95%</td>
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<td>A-</td>
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<td>B+</td>
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<td>B</td>
<td>83%</td>
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<td>B-</td>
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<td>C+</td>
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<td>C-</td>
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<td>D+</td>
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<td>D</td>
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<td>D-</td>
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Grading Policy

Late assignments are scored 10% late each day.

Participation Policy

The class sessions are designed with you in mind. Please plan to attend each of them and to participate actively in the problem solving activities. You will complete several in-class assignments that will count toward your grade. You will work in cooperative teams throughout the semester. Your participation in these teams will be valued. It is important to share your experiences and insights.

Attendance Policy

Come to class every day and be prepared.

Concurrent Field Experience
Work a minimum of 8 hours with a student with disabilities in a general education secondary school classroom.

Work a minimum of 4 hours in a service opportunity that involves persons with disabilities.

You must complete 9 hours of the field experience to pass the course. Complete all 12 hours to avoid losing points on your final grade.

Service opportunities can be found by contacting the Center for Service at 422-8686 or visiting them online at centerforservice.byu.edu

**Assignments**

**Assignment Descriptions**

**Special Ed Law Quiz**

Due: Thursday, Jan 15 at 1:00 pm

This is an assessment of your completion of the learning activities content page for Special Ed Law.

**IRIS Module**

Due: Thursday, Jan 29 at 1:00 pm

**IRIS Module 1- RTI- Assessment Questions**

**Individualized Education Programs Quiz**

Due: Thursday, Jan 29 at 1:00 pm

This is an assessment of your completion of the learning activities content page for Individualized Education Programs.

**Co-Teaching and Co-Planning Quiz**

Due: Thursday, Feb 05 at 1:00 pm

This is an assessment of your completion of the learning activities content page for Co-Planning and Co-Teaching.

Isabel
Due: Thursday, Feb 12 at 1:00 pm

This is an assessment of your completion of the learning activities content page for your case study student Isabel

Shawn

Due: Thursday, Feb 12 at 1:00 pm

This is an assessment of your completion of the learning activities content page for your case study student Shawn

James

Due: Thursday, Feb 12 at 1:00 pm

This is an assessment of your completion of the learning activities content page for your case study student James

Brittney

Due: Thursday, Feb 12 at 1:00 pm

This is an assessment of your completion of the learning activities content page for your case study student Brittney

Co-Teaching Assignment

Due: Thursday, Feb 19 at 1:00 pm

Co-Teaching Assignment.2014.whole class.doc  Download

Communication Disorders Quiz

Due: Thursday, Feb 19 at 1:00 pm

This is an assessment of your completion of the learning activities content page for Communication Disorders.

Assessment

Due: Thursday, Mar 05 at 1:00 pm

This is an assessment of your completion of the learning activities content page for Assessment.
Learning Goals Assignment

Due: Thursday, Mar 05 at 11:59 pm

- The goals align with the Utah Core Curriculum Standards 3
- Goals are appropriate for age and grade level of students 3
- Goals are written in a SWBAT format 3
- 3-4 goals 3
- Assignment is submitted on google docs 3
- Assignment is neat and free of mechanical errors 3

Total: 18

Universal Design Quiz

Due: Thursday, Mar 12 at 1:00 pm

This is an assessment of your completion of the learning activities content page for Universal Design.

Classroom Strategies

Due: Thursday, Mar 12 at 1:00 pm

Complete three of the six content pages under the tab Learn More About Classroom Strategies. After you have completed all three content pages, complete the quiz.

Common Assessment Plan

Due: Thursday, Mar 12 at 11:59 pm

- Common assessment will be used by all group members 3
- Common Assessment addresses learning goals 3
- Common assessment is appropriate for age and grade level of students 3
- Performance criteria is described appropriately 3
- Adaptations are described appropriately 3
- Pre and post information is appropriate for unit of instruction 3
- Assignment is submitted on google docs 3
- Assignment is neat and free of mechanical errors 3
Classroom Management

Due: Thursday, Mar 19 at 1:00 pm

This is an assessment of your completion of the learning activities content page for Classroom Management.

Supplementary and Intensive Instruction

Due: Thursday, Mar 26 at 1:00 pm

This is an assessment of your completion of the learning activities content page for Supplementary and Intensive Instruction.

Common Management Plan

Due: Thursday, Mar 26 at 11:59 pm

Common management plan will be used by all group members 3
Common management plan is appropriate for the classroom 3
Common management plan is appropriate for age and grade level of students 3
Rules are described appropriately 3
Negative consequences are described appropriately 3
Positive consequences are described appropriately 3
Individual interventions for Brittney appropriately 3
Individual interventions for other case study students are described if needed 3
Interventions address function 3
Interventions come from LRBI manual 3
Assignment is submitted on google docs 3
Assignment is neat and free of mechanical errors 3

Total: 36

Universal Design for Instruction

Due: Thursday, Mar 26 at 11:59 pm
Lesson is a part of the unit of study. Lesson is unique but related to group members.

Learning goal is written in SWBAT format
Instructional strategies are appropriate
Universal Designs for Learning are appropriate
Necessary accommodations or modifications are described
Link to teaching video posted on google doc
Appropriate permissions if needed
Lesson is 12-16 minutes in length
Lesson is visible
Lesson is delivered clearly
Instructional strategies are used appropriately in lesson video
Universal Designs for Learning are used appropriately in lesson video
Assignment is posted on google doc
Assignment is neat and free of mechanical errors

Total: 42

Complete 12 observation hours

Due: Thursday, Apr 09 at 12:00 am

You will be required to complete 12 hours of observation in the school. You must complete 8 hours in a secondary education classroom. The classroom must be taught by a general education teacher and must include students without disabilities. It must also include at least one student with a disability.

You have the option to complete 4 hours in a volunteer experience of your choice with a person with a disability. The person can be of any age. You can complete these hours in a special education classroom if you choose, but it is not required.

You must complete 9 hours to pass the course. If you complete 9-11 hours you will lose 2 points of your final course grade for each hour you do not complete.

Disability Experiences
Disability Experiences
Experiences in Working with Students with Disabilities.doc  Download
PLC Instructional Decision Making

Due: Thursday, Apr 09 at 1:00 pm

A method of cooperative learning is described for each member of the group. 3
An example of how the cooperative learning will be used for each member of the group. 3
A description is given of how a flexible schedule will be used to address students who struggle on assessments. 9
A description is given of how you will work with SPED to meet the needs of individual students. 9
Assignment is submitted on google doc. 3
Assignment is neat and free of mechanical errors. 3

Total: 30

Teaching Instructional Decision Making

Due: Thursday, Apr 09 at 11:59 pm

Pre Assessment is appropriate 3
Formative assessment is appropriate 3
Post assessment is appropriate 3
Brittany's expected performance is described 3
Isabel's expected performance is described 3
Shawn's expected performance is described 3
James's expected performance is described 3
Assignment is submitted on google doc 3
Assignment is neat and free of mechanical errors 3

Total: 27

CPSE 402 Final Exam

Due: Monday, Apr 13 at 1:00 am
This is a closed book closed note final exam. Please plan to take the final exam in one sitting. I would strongly advise that you type your answers to the essay questions into a word document and cut and paste them into Learning Suite. This will resolve any issues that might occur with Learning Suite. Please delete your final exam questions in the word doc once you know your grade has been submitted. Good luck and email me at darlene_anderson@byu.edu with any questions you have.

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 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
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.

Grading Expectations

Teacher Candidates need to earn a B- or higher in all education courses in order to receive a Utah Teaching License. Teacher candidates should plan to put the time and effort into this course in order to receive a B- and meet that requirement. All teacher candidates in this course will not receive an A.
grade. A grades are given for exceptional performance. Meeting all requirements, completing all coursework, and participating in all class activities does not directly translate into an A grade in this course. Teacher candidates who are working toward an A grade, should plan to demonstrate performance that is beyond the stated requirements for the course.

**Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Column 1</th>
<th>Column 2</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Th Jan 08 Thursday</td>
<td>What are my responsibilities as defined by federal law, including the Individuals with Disabilities Education Act? (UETS Standard #10)</td>
<td>Introduction to Course</td>
<td>Co-Teaching and Co-Planning Quiz Opens Brittney Opens Communication Disorders Quiz Opens Individualized Education Programs Quiz Opens Isabel Opens James Opens Shawn Opens Special Ed Law Quiz Opens</td>
</tr>
<tr>
<td>Th Jan 15 Thursday</td>
<td>What are my responsibilities as defined by federal law, including the Individuals with Disabilities Education Act? (UETS Standard #10)</td>
<td>Introduction to Course</td>
<td>Co-Teaching and Co-Planning Quiz Opens Brittney Opens Communication Disorders Quiz Opens Individualized Education Programs Quiz Opens Isabel Opens James Opens Shawn Opens Special Ed Law Quiz Opens</td>
</tr>
</tbody>
</table>

Complete all the learning activities in the following content pages before class today.

- Special Ed Law
- and
- One of the following
  - Learn more about Brittney
  - Learn more about Shawn
### Special Ed Law Quiz Closes

**Th Jan 22 Thursday**

**Learn more about James**  
**Learn more about Isabel**

**How to I use data to assess the effectiveness of instruction and to make adjustments in planning and instruction?**  
(UETS Standard #5)

**Response to Intervention (RTI)**  
No class.

**IRIS Module**  
Go to the IRIS module at the link below and complete all sections.  
http://iris.peabody.vanderbilt.edu/module/rti01-overview/

**Answer questions in assessment section and submit on Learning Suite**

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**Th Jan 29 Thursday**

**Learn more about Brittney**  
**Learn more about Shawn**  
**Learn more about James**  
**Learn more about Isabel**

**How do I design and implement instruction for individuals and groups of students that address students specific needs?**  
(UETS Standard #6 and #7)

**Individualized Education Programs (IEP’s)**

**Get organized into co-teaching groups. Bring references to class next time.**

**Individualized Education Programs**

**Complete all the learning activities in the following content pages before class today.**

**One of the following**

- Learn more about Brittney
- Learn more about Shawn
- Learn more about James
- Learn more about Isabel
### IRIS Module

**Individualized Education Programs**

**Quiz Closes**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Th Feb 05</td>
<td>How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)</td>
<td>Complete all the learning activities in the following content pages before class today. Co-planning and Co-teaching</td>
</tr>
<tr>
<td></td>
<td>Co-Teaching Assignment</td>
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<td></td>
<td>Co-Plan for Co-Teaching Assignment</td>
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<td></td>
<td>Low-Incidence Disabilities: Autism</td>
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<td></td>
<td><strong>Co-Teaching and Co-Planning Quiz Closes</strong></td>
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<tr>
<td></td>
<td>_Learn more about Brittney</td>
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<td>_Learn more about Shawn</td>
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<td></td>
<td>_Learn more about James</td>
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<tr>
<td></td>
<td>_Learn more about Isabel</td>
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<tr>
<td>Th Feb 12</td>
<td>How do I design and implement instruction for individuals and groups of students that address students specific</td>
<td>One of the following content pages on your case study students.</td>
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<tr>
<td>Thursday</td>
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<td></td>
<td>_Learn more about Brittney</td>
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<td>_Learn more about Shawn</td>
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<td></td>
<td></td>
<td>_Learn more about James</td>
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<td></td>
<td>_Learn more about Isabel</td>
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</table>
How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)

Brittney Closes
Isabel Closes
James Closes
Shawn Closes

High Incidence Disabilities: Learning Disabilities, Intellectual Disabilities, Communication Disorders

Complete all the learning activities in the following content pages before class today.

Communication Disorders Quiz

Co-Teaching Assignment

Brittney Closes
participate actively as a part of a learning community to share responsibility for decision-making and accountability for each student’s learning? (UETS Standard #9)

Learning Communities in Secondary Settings

Complete the Learning Goals Assignment from the Professional Learning Communities (PLC’s) No Quiz

and

Supplementary and Intensive Instruction Opens

Choose one of the following strategies and complete the content page. You will take a quiz on these content pages in a few weeks after you have completed three strategies pages.

- Visual Strategies
- Writing Strategies
- Reading Strategies
- Math Strategies
- Science Strategies
- Memory Strategies

Universal Design Quiz Opens
Assessment Opens
Classroom Management Opens
Classroom Strategies Opens
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Th Mar 05</td>
<td>How do I design and select preassessments, formative, and summative assessments in a variety of formats that match learning objectives and engage all learners in demonstrating knowledge and skills (UETS Standard #5)</td>
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<tr>
<td></td>
<td>Assessments</td>
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<td></td>
<td>Complete the <em>Common Assessment Plan</em></td>
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<td></td>
<td>Assignment from the <em>Professional Learning Community Assignment</em> in class today.</td>
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<td>Complete all the learning activities in the following content pages before class today.</td>
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<tr>
<td></td>
<td>Choose one of the following strategies and complete the content page. You will take a quiz on these content pages in a few weeks after you have completed three strategies pages.</td>
</tr>
<tr>
<td></td>
<td><em>Visual Strategies</em></td>
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<td><em>Writing Strategies</em></td>
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<td><em>Science Strategies</em></td>
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<td><em>Memory Strategies</em></td>
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<td><strong>Assessment Closes</strong></td>
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<td><strong>Learning Goals Assignment</strong></td>
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</tbody>
</table>
students with disabilities who are not meeting learning goals (UETS Standard #5 and #7)

Th Mar 12 Thursday How do I choose appropriate strategies, accommodations, resources, materials, sequencing, technical tools and demonstration of learning that addresses students specific needs? (UETS Standard #6 and #7)

Whole Class Instruction Universal Design for Learning

Complete the Universal Design for Instruction Assignment from the Professional Learning Community Assignment in class today.

Choose one of the following strategies and complete the content page. You should now take the quiz on these content pages because you have completed the pages for three strategies.

_Visual Strategies
_Writing Strategies
_Reading Strategies
_Math Strategies
_Science Strategies
_Memory Strategies
learning activities and assessments in order to make appropriate accommodations for students with disabilities who are not meeting learning goals (UETS Standard #5 and #7)

Universal Design Quiz Closes
Classroom Strategies Closes
Common Assessment Plan

<table>
<thead>
<tr>
<th>Th Mar 19</th>
<th>How do I use classroom management strategies that allow me to maintain a positive learning environment for all students (UETS Standard #3)</th>
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<tbody>
<tr>
<td>Thursday</td>
<td>How do I create an</td>
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<td>Classroom Management Assignment in class today.</td>
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<td>Date</td>
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<tr>
<td>Th Mar 26</td>
<td>How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)</td>
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<td>Making Data Based Decisions for students who need support at Tier II and Tier III as a classroom teacher and in a professional learning community</td>
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</table>
How do I adjust learning activities and assessments in order to make appropriate accommodations for students with disabilities who are not in class today.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Th Apr 09</td>
<td>How do I adjust learning activities and assessments in order to make appropriate accommodations for students with disabilities who are not meeting learning goals (UETS Standard #5 and #7)</td>
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<tr>
<td>M Apr 13</td>
<td>Complete 12 observation hours Disability Experiences Teaching Instructional Decision Making PLC Instructional Decision Making</td>
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<td>T Apr 14</td>
<td>Final Exam: 355 MCKB 3:00pm - 6:00pm</td>
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<td>W Apr 15</td>
<td>Exam</td>
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<td>Preparation</td>
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<td>M Apr 20</td>
<td>Monday</td>
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