

# **CPSE 402 - Educ Stdnts w/Disablts in ScEd**

**Winter 2016**

**Section 001: 160 MCKB on M W from 2:00 pm - 3:50 pm**

## **Instructor/TA Info**

### **Instructor Information**

**Name:** Blake Hansen

**Office Location:** 340C MCKB

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### **TA Information**

**Name:** Kalee Simons

**Office Hours:** Only By Appointment

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## **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 instructor permission.

### **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

## **Materials**

No materials

## **Grading Scale**

Grades	Percent
A	95%
A-	90%
B+	87%
B	83%
B-	80%

C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

## 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.

## Assignments

### Assignment Descriptions

#### Special Ed Law Quiz

Mar  
02

Due: Wednesday, Mar 02 at 2:00 pm

This is an assessment of your completion of the readings for Special Ed Law.

## IRIS Module

Mar  
**07**

Due: Monday, Mar 07 at 2:00 pm

IRIS Module 1- RTI- Assessment Questions

### Individualized Education Programs Quiz

Mar  
**07**

Due: Monday, Mar 07 at 2:00 pm

This is an assessment of your completion of the readings for Individualized Education Programs.

### Co-Teaching and Co-Planning Quiz

Mar  
**09**

Due: Wednesday, Mar 09 at 2:00 pm

This is an assessment of your completion of the readings for Co-Planning and Co-Teaching.

### Optional Lecture Assignment

Mar  
**14**

Due: Monday, Mar 14 at 11:59 pm

Attend the lecture by Dr. Don Deshler and write a 1/2 pg single spaced paper about what you learned and how you can apply it your classroom.

### Co-Teaching Assignment

Mar  
**16**

Due: Wednesday, Mar 16 at 1:00 pm

Co-Teaching Assignment.2014.whole class.doc [Download \(plugins/Upload/fileDownload.php?fileId=cc6a3a60-6FtR-CaWI-MoMw-rl8647193956&pubhash=LT17e-v3Wd5j8ogjKHQR4EIPAAE EB-xqtpLdojL6mYvltu9FT8rA5ce1iZLznhLRInAN78LvH0sd1JoEtt9Tg==\)](#)

### Shawn

Mar  
**16**

Due: Wednesday, Mar 16 at 2:00 pm

This is an assessment of your completion of the readings for your case study student Shawn.

## Isabel

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Mar  
16

Due: Wednesday, Mar 16 at 2:00 pm

This is an assessment of your completion of the readings for your case study student Isabel.

## James

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Mar  
16

Due: Wednesday, Mar 16 at 2:00 pm

This is an assessment of your completion of the readings for your case study student James.

## Brittney

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Mar  
16

Due: Wednesday, Mar 16 at 2:00 pm

This is an assessment of your completion of the readings for your case study student Brittney

## Assessment Quiz

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Mar  
21

Due: Monday, Mar 21 at 2:00 pm

This is an assessment of your completion of the readings for Assessment.

## Communication Disorders Quiz

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Mar  
21

Due: Monday, Mar 21 at 2:00 pm

This is an assessment of your completion of the readings for Communication Disorders.

## Universal Design Quiz

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Mar  
23

Due: Wednesday, Mar 23 at 2:00 pm

This is an assessment of your completion of the readings for Universal Design.

## Learning Goals Assignment

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Mar  
28

Due: Monday, Mar 28 at 11:00 am

Professional Learning Community Assignment Fall 2015 .docx [Download \(plugins/Upload/fileDownload.php?fileId=b4be6cd0-M25S-5z5n-o6SW-9b04426b5872&pubhash=8KXj0n\\_AthNgAkWEa42QObzrrmZGWPwfdknI8KcDhQHwbNYiiFRSUxsNsV0Ab1fqvfvNzNHjKgRPSHBsxNEzew==\)](#)

## Classroom Strategies Quiz

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Mar  
28

Due: Monday, Mar 28 at 2:00 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.

## Classroom Management Quiz

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Mar  
28

Due: Monday, Mar 28 at 2:00 pm

This is an assessment of your completion of the readings for Classroom Management.

## Common Assessment Plan

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Mar  
30

Due: Wednesday, Mar 30 at 11:00 am

Professional Learning Community Assignment Fall 2015 .docx [Download \(plugins/Upload/fileDownload.php?fileId=b4be6cd0-M25S-5z5n-o6SW-9b04426b5872&pubhash=8KXj0n\\_AthNgAkWEa42QObzrrmZGWPwfdknI8KcDhQHwbNYiiFRSUxsNsV0Ab1fqvfvNzNHjKgRPSHBsxNEzew==\)](#)

## Supplementary and Intensive Instruction Quiz

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Mar  
30

Due: Wednesday, Mar 30 at 2:00 pm

This is an assessment of your completion of the readings for Supplementary and Intensive Instruction.

## Common Management Plan

Apr  
06

Due: Wednesday, Apr 06 at 11:00 am

## Universal Design for Instruction

Apr  
06

Due: Wednesday, Apr 06 at 11:55 pm

Lesson is a part of the unit of study. Lesson is unique but related to group members.		3
Learning goal is written in SWBAT format	3	
Instructional strategies are appropriate	3	
Universal Designs for Learning are appropriate	3	
Necessary accommodations or modifications are described	3	
Link to teaching video posted on google doc	3	
Appropriate permissions if needed	3	
Lesson is 12-16 minutes in length	3	
Lesson is visible	3	
Lesson is delivered clearly	3	
Instructional strategies are used appropriately in lesson video	3	
Universal Designs for Learning are used appropriately in lesson video		3
Assignment is posted on google doc	3	
Assignment is neat and free of mechanical errors	3	
Total: 42		

## Teaching Video

Apr  
06

Due: Wednesday, Apr 06 at 11:59 pm

## Complete 12 observation hours

Apr  
11

Due: Monday, Apr 11 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.

### Professional Learning Community Instruction Decision Making

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Apr  
11

Due: Monday, Apr 11 at 11:00 am

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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**

### Disability Experiences

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Apr  
11

Due: Monday, Apr 11 at 11:55 pm

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Disability Experiences

Experiences in Working with Students with Disabilities.doc [Download \(plugins/Upload/fileDownload.php?fileId=7e0f9bb9-jl7t-23uC-4vAo-jna2607c7f6a&pubhash=DjbG3JuUICEv03i7VHrvj2DkdWxO4elmru5PJF4fxb\\_LTewlYxogaeFFpaNUyZ0PyhxSXfPFLfke2aRhaQDIcw==\)](https://www.dropbox.com/s/4vAo-jna2607c7f6a&pubhash=DjbG3JuUICEv03i7VHrvj2DkdWxO4elmru5PJF4fxb_LTewlYxogaeFFpaNUyZ0PyhxSXfPFLfke2aRhaQDIcw==/Download?plugins/Upload/fileDownload.php?fileId=7e0f9bb9-jl7t-23uC-4vAo-jna2607c7f6a&pubhash=DjbG3JuUICEv03i7VHrvj2DkdWxO4elmru5PJF4fxb_LTewlYxogaeFFpaNUyZ0PyhxSXfPFLfke2aRhaQDIcw==)

### PLC Meeting

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Apr  
11

Due: Monday, Apr 11 at 11:59 pm

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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	



## **University Policies**

### **Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### **Sexual Misconduct**

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX 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 any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> (<https://titleix.byu.edu/report-concern>) or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>).

### **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	Column 1	Topic/Readings Due	Assignments
Week 1			
M Feb 29 Monday	<p>What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)</p> <p>What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)</p>	<p>Introduction to Course</p> <p>Special Education Law</p> <p>What is a disability?</p>	
W Mar 02 Wednesday	<p>How do I use data to assess the effectiveness of instruction and to make adjustments in planning and instruction? (UETS Standard #5)</p> <p>What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)</p>	<p>Reading Due: Special Ed Law</p> <p>Response to Intervention (RTI)</p> <p>Special Education Law</p>	<p>IRIS Module</p> <p>Go to the IRIS module at the link below and complete all sections.</p> <p><a href="http://iris.peabody.vanderbilt.edu/module/rti01-overview/">http://iris.peabody.vanderbilt.edu/module/rti01-overview/</a></p> <p>Answer questions in assessment section and submit on Learning Suite</p>
Week 2			
M Mar 07 Monday	<p>How do I choose appropriate strategies, accommodations,</p>	<p>Response to Intervention (RTI)</p> <p>Reading Due: Individualized</p>	IRIS Module Due

	<p>resources, materials, sequencing, technical tools and demonstration of learning that addresses students specific needs? (UETS Standard #6 and #7)</p> <p>How to I use data to assess the effectiveness of instruction and to make adjustments in planning and instruction? (UETS Standard #5)</p>	<p>Education Programs</p> <p>Individualized Education Programs (IEP's)</p>	
W Mar 09 Wednesday	<p>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)</p> <p>How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)</p>	<p>Co-Teaching</p> <p>Readings: Co-Teaching and Co-Planning</p> <p>Get organized into Co-teaching groups. Bring references to class next time.</p> <p>Individualized Education Programs (IEP's)</p>	
Week 3			
M Mar 14 Monday	<p>How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)</p>	<p>Co-Teaching Assignment</p> <p>Co-Plan for Co-Teaching Assignment</p>	

	How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)		
T Mar 15 Tuesday	<b>Withdraw Deadline (Full Semester)</b>		
W Mar 16 Wednesday	<p>How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)</p> <p>How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)</p>	<p>Co-Teaching Assignment</p> <p>High Incidence Disabilities: Intellectual Disabilities</p> <p>High Incidence Disabilities: Learning Disabilities</p>	
Week 4			
M Mar 21 Monday	How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)	<p>Low Incidence Disabilities: Autism</p> <p>Readings: One of the following: James, Brittney, Isabel, or Shawn.</p>	
W Mar 23 Wednesday	<p>How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)</p> <p>How do I participate actively as a part of a learning community to share responsibility for decision-making and accountability for each student's learning? (UETS</p>	<p>High Incidence Disabilities: Communication Disorders</p> <p>Professional Learning Communities in Secondary Settings</p> <p>Readings: Communication Disorders</p> <p>Readings: Professional Learning Communities</p> <p>Complete the <i>Learning Goals</i></p>	

	<p>Standard #9)</p> <p>How do I 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)</p>	<p>Assignment from the <i>Professional Learning Community Assignment</i> in class today.</p>	
Week 5			
M Mar 28 Monday	<p>How do I design and select preassssments, 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)</p> <p>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)</p> <p>How do I design and select preassssments, 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)</p> <p>How do I adjust learning activities and assessments in order to make appropriate accommodations for students with disabilities who are not</p>	<p>Assessment</p> <p>Assessment</p> <p>Readings: Read one classroom strategies content page (visual, writing, reading, math, science, memory). You will take the quiz when you have completed three.</p> <p>Professional Learning Communities in Secondary Settings</p> <p>Complete the <i>Common Assessment Plan Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p> <p>Readings: Assessment</p>	

	with disabilities who are not meeting learning goals? (UETS Standard #5 and #7)		
W Mar 30 Wednesday	<p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p>	<p>Universal Design for Learning</p> <p>Universal Design for Learning</p> <p>Whole Class Instruction</p> <p>Readings: Read one classroom strategies content page (visual, writing, reading, math, science, memory). You will take the quiz when you have completed three.</p> <p>Readings: Read one classroom strategies content page (visual, writing, reading, math, science, memory). You will take the quiz after you have completed three.</p> <p>Complete the <i>Universal Design for Instruction Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p>	
Week 6			

M Apr 04 Monday	<p>How do I create an environment that maximizes the potential of students with disabilities while maintaining appropriate expectations for all students? (UETS Standard #2 and #3)</p> <p>How do I use classroom management strategies that allow me to maintain a positive learning environment for all students? (UETS Standard #3)</p> <p>How do I use classroom management strategies that allow me to maintain a positive learning environment for all students? (UETS Standard #3)</p> <p>How do I create an environment that maximizes the potential of students with disabilities while maintaining appropriate expectations for all students? (UETS Standard #2 and #3)</p>	<p>Classroom Management</p> <p>Classroom Management</p> <p>Readings: Classroom Management and Classroom Strategies</p> <p>No reading due.</p> <p>Complete the <i>Common Classroom Management Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p> <p>Complete the <i>Common Classroom Management Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p>	
W Apr 06 Wednesday	<p>How do I design and implement instruction for individuals and groups of students that address students' specific needs? (UETS Standard #6 and #7)</p> <p>How do I design and implement instruction for individuals and groups of students that address students' specific needs? (UETS Standard #6 and #7)</p>	<p>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</p> <p>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</p> <p>Readings: <i>Classroom Management and Classroom Strategies</i></p>	

		<p>readings: Supplementary and Intensive Instruction</p> <p>Complete the <i>Teacher Instructional Decision-Making Assignment</i> and the <i>Professional Learning Community Instructional Decision-Making Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p> <p>Complete the <i>Teacher Instructional Decision-Making Assignment</i> and the <i>Professional Learning Community Instructional Decision-Making Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p>	
Week 7			
M Apr 11 Monday	<p>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)</p> <p>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)</p> <p>How do I adjust learning activities and assessments in order to make appropriate accommodations for students with disabilities who are not</p>	<p>PLC Meetings</p> <p>PLC Meetings</p> <p>PLC Meetings</p> <p>PLC Meetings</p>	



	<p>with disabilities who are not meeting learning goals? (UETS Standard #5 and #7)</p> <p>How do I adjust learning activities and assessments in order to make appropriate accommodations for students</p> <p>with disabilities who are not meeting learning goals? (UETS Standard #5 and #7)</p>		
T Apr 12 Tuesday	<p><b>Last Day of Winter Semester (01/04/2016 - 04/12/2016)</b></p> <p>Final Exam:</p> <p>160 MCKB</p> <p>11:00am - 2:00pm</p>		
W Apr 13 Wednesday	<p><b>First Day of Winter Exam Preparation (04/13/2016 - 04/14/2016)</b></p>		
Week 8			
M Apr 18 Monday			
W Apr 20 Wednesday			