CPSE 402- Educating Students with Disabilities in Secondary Education
Section 003: 250 MSRB  Mon/ Wed  12:00pm- 1:50pm  Winter 2018

Instructor/TA Info

Instructor Information

Name: Beth Cutrer
Office Location: 340-R MCKB
Office Phone: 801-422-7603
Email: elizabethcutrer@byu.edu

TA Information

Name: Mai Zaru
Email: mai.w.zaru96@gmail.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.
Grading Scale

<table>
<thead>
<tr>
<th>Grades</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>96%</td>
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<tr>
<td>A-</td>
<td>90%</td>
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<tr>
<td>B+</td>
<td>87%</td>
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<tr>
<td>B</td>
<td>83%</td>
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<tr>
<td>B-</td>
<td>80%</td>
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<tr>
<td>C+</td>
<td>77%</td>
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<tr>
<td>C</td>
<td>73%</td>
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<td>C-</td>
<td>70%</td>
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<td>D+</td>
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<td>D</td>
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<td>D-</td>
<td>60%</td>
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<td>0%</td>
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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 Policy
Assignments are due at the beginning of class. Late assignments are worth 50% for up to a week. After a week late assignments will not be accepted. Some assignments are completed during class. If you are absent you will not be able to make up the missed work. In the case of university excused absences speak to the professor.

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
Students are expected to attend each class. Attendance will be taken at the beginning of each class. Points are given for being on time to class and staying until class is over. At the discretion of the instructor a students final grade may be lowered if the student has excessive non-university excused absences or tardies. This will be done on a case by case basis. It is the students responsibility for documenting any university excused absences. University excused absences will not count against a student. Emailing the instructor before class letting them know you will not be in class does not make the absence excused.
Assignments

Assignment Description

1/8

Due: Monday, Jan 08 at 11:59 pm

3: Attended class on time, prepared and stayed till the end.
2: Came 5 min late or left early
1: Came 5 min late and left early
0: Absent

Special Edu Law Quiz

Jan

Due: Wednesday, Jan 10 at 11:30 am

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

Brittany

Jan

Due: Wednesday, Jan 10 at 11:30 am

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

Study Guide 1

Jan

Due: Wednesday, Jan 10 at 11:59 pm

This Study Guide is based on the Readings of Sped Law and Brittany's Case Study.
Due: Wednesday, Jan 10 at 11:59 pm
3: Attended class on time, prepared and stayed till the end.
2: Came 5 min late or left early
1: Came 5 min late and left early
0: Absent

Due: Monday, Jan 15 at 11:59 pm

Due: Wednesday, Jan 17 at 11:59 pm

**IRIS Module**
Due: Monday, Jan 22 at 11:00 am
IRIS Module 1- RTI- Assessment Questions

Due: Monday, Jan 22 at 11:59 pm
Shawn

Due: Wednesday, Jan 24 at 11:30 am
This is an assessment of your readings for your case study student Shawn.

IEP Quiz

Due: Wednesday, Jan 24 at 11:30 am
This is an assessment of your completion of the readings for Individualized Education Programs.

Study Guide 2

Due: Wednesday, Jan 24 at 11:30 am
This Study Guide focus on the Readings regarding IEPs and Shawn's Case Study.

1/29

Due: Wednesday, Jan 24 at 11:59 pm

Classroom Strategies

Due: Friday, Jan 26 at 11:59 pm
Complete three of the six content pages under the tab Classroom Strategies. After you have completed all three content pages, complete the quiz.
Co-Teaching Quiz
Due: Monday, Jan 29 at 11:30 am
This is an assessment of your completion of the readings for Co-Planning and Co-Teaching.

Study Guide 3
Due: Monday, Jan 29 at 11:30 am
This Study Guide focus on the Readings regarding Co-teaching and Isabel's Case Study.

Isabel
Due: Monday, Jan 29 at 11:30 am
This is an assessment of your completion of the readings for your case study student Isabel.

1/31
Due: Monday, Jan 29 at 11:59 pm

Willowbrook
Due: Wednesday, Jan 31 at 11:30 am
Extra Credit- Watch the following video regarding the 25 years after Willowbrook, then write a 1 page (Single spaced) paper reflecting on what you watched.
Click on "Here" to watch the video: Unforgotten: 25 years after Willowbrook  Here
Co-Teaching Assignment

Due: Wednesday, Jan 31 at 1:50 pm
Download this document and follow the pattern. You may revise the order/sequence of the document as needed. However, all components must be present for submission. Download

James

Due: Thursday, Feb 01 at 10:30 am
This is an assessment of your completion of the readings for your case study student James.

Communication Quiz

Due: Monday, Feb 05 at 11:30 am
This is an assessment of your completion of the readings for Communication Disorders.

2/7

Due: Monday, Feb 05 at 11:59 pm

2/12

Due: Wednesday, Feb 07 at 11:59 pm
Assessment Quiz
Due: Friday, Feb 09 at 11:59 pm
This is an assessment of your completion of the readings for Assessment.

Class Management Quiz
Due: Friday, Feb 09 at 11:59 pm
This is an assessment of your completion of the readings for Classroom Management.

2/14
Due: Monday, Feb 12 at 11:59 pm

2/21
Due: Wednesday, Feb 14 at 11:59 pm

2/26
Due: Monday, Feb 19 at 11:59 pm

Supplementary Instruction Quiz
Due: Tuesday, Feb 20 at 7:59 am
This is an assessment of your completion of the learning activities content page for Supplementary and Intensive Instruction.
PLC Assignment
Feb 21
Due: Wednesday, Feb 21 at 10:30 am

Universal Design Quiz
Feb 21
Due: Wednesday, Feb 21 at 11:30 am
This is an assessment of your completion of the readings for Universal Design.

Complete 12 observation hours
Feb 21
Due: Wednesday, Feb 21 at 11:59 pm
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. Please submit a one page single spaced description of your experience and a log that includes, the dates, times, locations and cooperating teacher(s).

Disability Experiences
Feb 22
Due: Thursday, Feb 22 at 11:59 pm
Disability Experiences
Experiences in Working with Students with Disabilities.doc Download
Due: Wednesday, Feb 28 at 11:59 pm

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 pain 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 with any questions you have.

### Point Breakdown

<table>
<thead>
<tr>
<th>Categories</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>Final</td>
<td>19.61%</td>
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<tr>
<td>Content Page Quizzes</td>
<td>25.49%</td>
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<tr>
<td>Professional Learning Community Assignment</td>
<td>35.29%</td>
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<tr>
<td>Disability Experiences</td>
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<tr>
<td>Participation</td>
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<tr>
<td>Extra Credit</td>
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<td>Assignments</td>
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<td>Study Guides</td>
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<tr>
<td>Week 1</td>
<td>Date</td>
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<td></td>
<td>M Jan 08 Monday</td>
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<td>W Jan 10 Wednesday</td>
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<td>Week 2</td>
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<td></td>
<td>M Jan 15 Monday</td>
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<td></td>
<td>W Jan 17 Wednesday</td>
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<tr>
<td>Week 3</td>
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<tr>
<td><strong>M Jan 22 Monday</strong></td>
<td></td>
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<tr>
<td>Individual Education Programs (IEP's)</td>
<td></td>
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<tr>
<td>Talk about Practicum deadlines and assignments</td>
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<tr>
<td><strong>IN CLASS</strong></td>
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</tr>
<tr>
<td>Sign up for Co-teaching: <a href="#">LINK</a></td>
<td></td>
</tr>
<tr>
<td>Download this and then fill out: <a href="#">LINK</a></td>
<td></td>
</tr>
<tr>
<td><strong>Steps to Access and Complete the IRIS Module</strong></td>
<td></td>
</tr>
<tr>
<td>1. Open IRIS Module (<a href="#">Link</a>)</td>
<td></td>
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<tr>
<td>2. Watch video under Challenge (Tab)</td>
<td></td>
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<tr>
<td>3. Go thru initial thoughts and perspectives</td>
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<tr>
<td>4. Go to Assessment and copy questions 1-4 on a Google Doc or download this <a href="#">Download</a></td>
<td></td>
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<tr>
<td>5. Submit on Learning Suite</td>
<td></td>
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<tr>
<td><strong>IRIS Module</strong></td>
<td></td>
</tr>
<tr>
<td>Classroom Strategies- Come ready to share your part of the reading</td>
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<tr>
<td>Note: it will not be for the whole class, the Professor/ TA will have you get in groups with those that covered other Classroom Strategies.</td>
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| **W Jan 24 Wednesday**     |
| Co-Teaching and Co-Planning |
| Finish working on lesson plans for Co-teaching Assignment [LINK](#) |
| **Read and complete Study Guide** [Download](#) |
| 1. Read All about IEPs ([Link](#)) |
| 2. Read about IEP team ([Link](#)) |
| 3. Read: What happens at IEP meeting? ([Link](#)) |
| 4. Read about accommodations for students ([Link](#)) |
| 5. Read Case Study student 2 Shawn (Under Case Study Student) |
| **Study Guide 2**          |
| IEP Quiz Closes |
| Shawn Closes |
| Isabel Opens |
| Co-Teaching Quiz Opens |
| **LINK TO OBSERVATION FORM:** 402 Observation Form.docx [Download](#) |

| **F Jan 26 Friday**        |
| **Classroom Strategies Closes** |

<table>
<thead>
<tr>
<th>Monday, Jan 29</th>
<th>How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)</th>
</tr>
</thead>
</table>
|               | Read and complete the Study Guide [Download](#)  
|               | 1. Read 13 page about Collaboration (Link)  
|               | 2. Read information about Collaboration on BYU cite (Link)  
|               | 3. Read: Why Co-teaching (Link)  
|               | 4. Watch 5 videos about models of co-teaching (Link) IF YOU HAVE TIME (I DON'T)  
|               | 5. Read Case Study Isabel |

<table>
<thead>
<tr>
<th>Tuesday, Jan 30</th>
<th>How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)</th>
</tr>
</thead>
</table>
| ASSIGNMENT.docx| Low Incidence Disabilities  
|                | Co-Teaching Assignment:  
|                | 1. Pick partner + topic (Jan 22)  
|                | 2. Pick 4 resources (2 each)  
|                | 3. Complete Lesson plan  
|                | 4. Go over rubric  
|                | 5. Submit to Learning Suite (each student)  
|                | 6. Teach lesson to group of 4-6 students  
|                | No reading due. |

<table>
<thead>
<tr>
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|                  | 1. Pick partner + topic (Jan 22)  
|                  | 2. Pick 4 resources (2 each)  
|                  | 3. Complete Lesson plan  
|                  | 4. Go over rubric  
|                  | 5. Submit to Learning Suite (each student)  
|                  | 6. Teach lesson to group of 4-6 students  
<p>|                  | No reading due. |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Assignment</th>
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<tbody>
<tr>
<td><strong>Th Feb 01 Thursday</strong></td>
<td></td>
<td>James Closes</td>
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</table>
| **Week 5** |                                                                 | **Communication Quiz Closes**  
**Assessment Quiz Opens**  
**OPTION 1: PRACTICUM ASSIGNMENT DUE** |
| **M Feb 05 Monday** | Read Communication Disorder  
1. Speech and Language Impairment ([Link](#))  
2. Childhood Apraxia ([Link](#))  
3. Speech Sound Disorder ([Link](#))  
4. Lang based Learning Disability ([Link](#))  
How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2) | Complete the Learning Goals Assignment from the Professional Learning Community Assignment in class today.  
Complete the Common Classroom Management Assignment from the Professional Learning Community Assignment in class today.  
**Communication Quiz Closes**  
**Assessment Quiz Opens**  
**OPTION 1: PRACTICUM ASSIGNMENT DUE** |
| **W Feb 07 Wednesday** | 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) | Read Professional Learning Communities PDF ([Link](#))  
Complete the Common Assessment Plan Assignment from the Professional Learning Community Assignment in class today.  
**Class Management Quiz Opens** |
| **F Feb 09 Friday** |                                                                 | Assessment Quiz Closes  
**Class Management Quiz Closes** |
| **Week 6** |                                                                 | **Communication Quiz Closes**  
**Assessment Quiz Opens**  
**OPTION 1: PRACTICUM ASSIGNMENT DUE** |
| M Feb 12 Monday | 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)  
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) | Complete the Universal Design for Instruction Assignment from the Professional Learning Community Assignment in class today. | Universal Design Quiz Opens  
OPTION 2: PRACTICUM ASSIGNMENT |
|-----------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| W Feb 14 Wednesday | 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)  
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) | Complete the Teacher Instructional Decision-Making Assignment (group) and the Professional Learning Community Instructional Decision-Making Assignment (individual) in class today. | |
<table>
<thead>
<tr>
<th>Week 7</th>
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<tbody>
<tr>
<td><strong>M Feb 19 Monday</strong></td>
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</table>
| **T Feb 20 Tuesday** | **Monday Instruction** | **Supplementary Instruction Quiz**  
OPTION 3: PRACTICUM ASSIGNMENT |
| **W Feb 21 Wednesday** | How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)  
Professor and TA will review for Final. | No reading due.  
Complete 12 observation hours  
Universal Design Quiz Closes  
PLC Assignment |
| **Th Feb 22 Thursday** |  | **Disability Experiences** |
| **Week 8** |  |  |
| **M Feb 26 Monday** | 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) | PLC Meetings  
Readings: Supplementary and Intensive Instruction  
CPSE 402 Final Exam Opens  
REVIEW DOCUMENT Download |
<table>
<thead>
<tr>
<th>T Feb 27 Tuesday</th>
<th>Final Exam: Taken on Learning Suite by ______.</th>
<th>CPSE 402 Final Exam Closes</th>
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<tr>
<td>W Feb 28 Wednesday</td>
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**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**

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment— including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of “Sexual Misconduct” prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at https://titleix.byu.edu/report or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university’s Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university’s Sexual Misconduct Policy, reporting requirements, and resources can be found at http://titleix.byu.edu or by contacting the university’s Title IX Coordinator.
**Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

**Academic Honesty**

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