

Instructor/TA Info

Instructor Information

Name: Barbara Smith

Office Location: 340-M MCKB

Office Phone: 801-422-8396

Email: Barbara_smith@byu.edu

TA Information

Name: Jake Winsor

Email: JacobLWinsor24@gmail.com

Name: Sage Larson

Email: sagel05@byu.edu

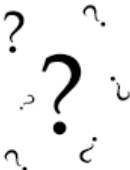

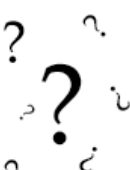
Name: Erika Scivally

Office Hours: Only By Appointment

Email: esciv@byu.edu

Course Information

Materials

Item	Price (new)	Price (used)
 <p><u>Exceptional Children 11e - Required</u> by Heward, W</p>	113.35	85.00
 <p><u>WKBK IEPs: Guide to Writing Individualized Education Programs 4e - Required</u> by Gibb, G</p>	46.60	35.00
 <p><u>What Every Teacher Should Know About Adaptations... - Optional</u> by Carter, N</p>	24.99	18.75

Course Purpose

Course Purpose

CPSE 203 is an introductory course for the Special Education major. In this course students will learn a bit about many topics, including assessment, collaboration, characteristics of individuals with a disability, services and teaching strategies, behavior support, and diversity. There is a required field experience for 12 hours

associated with this course. All learning experiences prepare one to understand special education, value diverse individuals, and understand what is required of a teacher in special education.

Learning Outcomes

Human exceptionality and special education

1. Describe human exceptionality, special education law, and school services for students with disabilities.

Cultural, ethnic, and language diversity

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

Characteristics, prevalence, and educational implications

3. Describe the characteristics, prevalence, and educational implications of disabilities.

Services and strategies for students with disabilities

4. Define and describe assessment, collaboration, and accommodation for students with disabilities.

12-hour field experience

5. Complete a 12-hour field experience involving volunteer service with students with disabilities.

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

All coursework is due before class on the assigned due date unless otherwise specified. You may submit work early to avoid penalty if you are absent. Late work will not receive full credit. Instead it will be a 10% per day deduction on the points possible.

Assignments will be graded by the professor and the TA in a timely manner. We strive to give feedback on your work whenever possible. If you see a score of 0 on something graded, we may not be able to view it on Learning Suite. Please resubmit in a different format and notify the instructor.

Participation Policy

Engaged students participate during class by asking questions, sharing examples, relating course discussion topics to the reading, giving comments or answers, contribute to group work, volunteering for tasks, and making friends.

A lack of participation is evidenced by remaining quiet throughout class, using a computer or phone during class, having side conversations, etc.

Attendance Policy

Successful students in this course attend regularly, arrive on-time, and stay until class is dismissed.

Understanding that individual circumstances such as illness may necessitate an absence, each student is allowed one tardy and one absence with no loss of points. Please notify the instructor in advance, when possible, that you will miss class.

Assignments

Assignment Descriptions

Who am I?

Sep
07

Due: Thursday, Sep 07 at 8:00 am

Who am I? assignment can be found under content.

Connection Journal 1

Sep
12

Due: Tuesday, Sep 12 at 9:30 am

Learner Characteristics Assignment

Sep
14

Due: Thursday, Sep 14 at 11:59 pm

Signed Cooperating Teacher Contract 1

Sep
14

Due: Thursday, Sep 14 at 11:59 pm

Connection Journal 2

Sep
19

Due: Tuesday, Sep 19 at 9:30 am

Disability Awareness

Sep
21

Due: Thursday, Sep 21 at 9:30 am

Complete ONE of the following:

1. Family history assignment.
2. Personal interaction analysis.
3. Children's book analysis.

Disability Awareness Assignment

Analysis of Personal History

Summary of your inquiry.(.)

Most families have members who were born with obvious challenges, who were identified by the schools with a disability or disorder, or who became disabled in childhood or adulthood through physical or mental illness, accident, injury or aging. The purpose of this task is for you to learn more about those individuals and the history of your family's response to those persons. Interview your parents, grandparents and other

older relatives to find out as much as you can about these family members.

If you have a good relationship with a family member who has a disability or has a child with a disability, you might choose to interview them about the impact of that disability on their lives, their hopes, their dreams, their nightmares, their challenges. Or you might choose to spend some time with them and reflect on what you learned that ties in with this class.

If you were identified as a student with a disability or were born with a significant physical difference or medical problem, you might choose to have a conversation with your parents about what it was like for them at the time you were identified and how they advocated for you and for themselves.

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.

Reflection (.)

Provide 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 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?
5. Your writing should have only minor errors in writing mechanics, including spelling, punctuation, and grammar. Good sentence and paragraph construction should be present. People first language is always used.

Analysis of Personal Interaction with an Individual with Disabilities (.) (.)

Summary of Interaction (.)

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.

Reflection/analysis of personal interaction (.)

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.

1. 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?
2. 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?

3. 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?
4. What did you learn about individuals with exceptionalities from this interaction? What is your perception of disabilities?
5. Did you notice other peoples' reactions to this person? What were their perceptions of this person with a disability?
6. Your writing should have only minor errors in writing mechanics, including spelling, punctuation, and grammar. Good sentence and paragraph construction should be present. People first language is always used.

Children's Literature Analysis*

*For this assignment, a list of Children's Literature that includes characters with disabilities is posted on Blackboard. Please review one of the books on the list provided.

Summary of Analysis

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.

Analysis

Your analysis should include the following:

1. The title and author of the book.
2. A brief summary of the book.
3. 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?
4. 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.
5. Discuss how this book would influence children's perceptions of disability.
6. 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.

Connection Journal 3

Sep
26

Due: Tuesday, Sep 26 at 9:30 am

Connection Journal 4

Oct
03

Due: Tuesday, Oct 03 at 9:30 am

IRIS Visual Disability Module

**Oct
05**

Due: Thursday, Oct 05 at 9:30 am

Complete the IRIS module for Visual Disability and submit your answers to the wrap up and assessment questions found that the end.

Connection Journal 5

**Oct
10**

Due: Tuesday, Oct 10 at 9:30 am

Low Incidence Disabilities Fact Sheets

**Oct
12**

Due: Thursday, Oct 12 at 9:30 am

Work with a partner to complete this assignment. In about a page, share facts about your assigned low incidence disability. Include what it is, the causes, treatments, and educational approaches. And any other information you feel would be helpful for the class to know.

Connection Journal 6

**Oct
17**

Due: Tuesday, Oct 17 at 9:30 am

Practicum Reflection Log 1

**Oct
19**

Due: Thursday, Oct 19 at 11:59 pm

The following information should be included in the log. You may choose to do the assignment in narrative format or in a table.

1. Background Information. This should include the school and teacher's name, the class or subject taught, a general description of students, general learning objective, and any other relevant information. (2 pts.)
2. The dates and times you volunteered. (2 pts.)
3. Describe the learning activities during each session and identify any learning difficulties of the students. (4 pts.)
4. Explain what you did to address these student needs. (4 pts.)
5. List an accommodation from the WETSKA text that could address the students' difficulties. (3 pts.)

Professionalism Evaluation 1

**Oct
24**

Due: Tuesday, Oct 24 at 11:59 pm

Signed Hour Log (first half)

**Oct
24**

Due: Tuesday, Oct 24 at 11:59 pm

This assignment is just being split into 2 grades (one for each site) for my own convenience.

Signed Cooperating Teacher Contract 2

**Oct
26**Due: Thursday, Oct 26 at 11:59 pm

Midterm Exam

**Oct
27**Due: Friday, Oct 27 at 8:00 pm

This exam is to be taken without notes, your textbook, the internet, or any other outside source. Have integrity and do your best. The exam should take less than 50 minutes and will be over the material covered in class and in the readings.

Connection Journal 7

**Oct
31**Due: Tuesday, Oct 31 at 9:30 am

Temple Grandin Reflection

**Oct
31**Due: Tuesday, Oct 31 at 11:59 pm

Submit your reflection of the Temple Grandin movie.

IEP Workbook Ch 1-3

**Nov
02**Due: Thursday, Nov 02 at 9:30 am

IEP Template Gibb and Dyches.pdf [Download \(plugins/Upload/fileDownload.php?fileId=2f8234c8-P4KO-iEce-rwoC-wue55bcb00a2&pubhash=LKvpVaKuD3hG-wXbglkqbssEUmsYhiTMEs_mEIGjsJhwGRHKI9h9nNGVXcx2UQ85CzxORZ9Ua4gC18eMhzjsTA==\)](#)

Bring your IEP workbooks to class with chapters 1-3 complete.

Scripture Assignment

**Nov
07**Due: Tuesday, Nov 07 at 9:30 am

Scripture related to people with special needs or other ideas we have discussed in class. Please share a scripture that is meaningful to you, with our class about exceptional students. List the reference and the scripture quote. A brief comment is acceptable.

Connection Journal 8

**Nov
07**Due: Tuesday, Nov 07 at 9:30 am

IRIS RTI Module

**Nov
09**Due: Thursday, Nov 09 at 9:30 am

Complete the IRIS RTI Part 1 Module and submit on LS.

<https://iris.peabody.vanderbilt.edu/module/rti01/> (<https://iris.peabody.vanderbilt.edu/module/rti01/>)

IEP Workbook Ch 4-6

Nov
14

Due: Tuesday, Nov 14 at 9:30 am

Bring your IEP workbooks to class with chapters 4-6 complete.

Front of the Class

Nov
14

Due: Tuesday, Nov 14 at 11:59 pm

In light of what you have learned in this class, please share what you think are the five most important ideas from Front of the Class.

IRIS Assessment Module

Nov
28

Due: Tuesday, Nov 28 at 9:30 am

Connection Journal 10

Nov
30

Due: Thursday, Nov 30 at 9:30 am

Connection Journal 9

Nov
30

Due: Thursday, Nov 30 at 9:30 am

Tier 2 Intervention Plan

Dec
05

Due: Tuesday, Dec 05 at 9:30 am

See Tier 2 Plan and Case Study under content.

Signed Hour Log (second half)

Dec
07

Due: Thursday, Dec 07 at 11:59 pm

Professionalism Evaluation 2

Dec
07

Due: Thursday, Dec 07 at 11:59 pm

Practicum Reflection Log 2

Dec

Due: Thursday, Dec 07 at 11:59 pm

07

Due: Thursday, Dec 07 at 11:59 pm

Same as for log #1.

Final Project**Dec****12**

Due: Tuesday, Dec 12 at 9:30 am

See Final Project information under content tab.

Class Oral Presentation**Dec****12**

Due: Tuesday, Dec 12 at 9:30 am

Attendance/Participation/Professionalism Points**Dec****14**

Due: Thursday, Dec 14 at 11:59 pm

Being at every class will help you to learn and earn. A few points will be given for participation in discussions, learning activities and quizzes in class. Attendance will be required to earn these points. Individual professionalism will be evaluated by the instructor and the student.

Student ratings**Dec****14**

Due: Thursday, Dec 14 at 11:59 pm

participation in course evaluation at midterm and the end

Final Exam**Dec****14**

Due: Thursday, Dec 14 at 11:59 pm

This exam is to be taken without notes, your textbook, the internet, or any other outside source. Have integrity and do your best. The exam should take less than 2 hours, but you have three hours if you need it. This will cover material from class, the field experience and the readings. Good luck!

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.

Preventing Sexual Misconduct

The health and well-being of students is of paramount importance at Brigham Young University. If you or someone you know has experienced sexual harassment (including sexual violence), there are many resources available for assistance.

In accordance with Title IX of the Education Amendments of 1972, BYU prohibits unlawful sex discrimination, including sexual harassment, against any participant in its education programs or activities. The university also prohibits sexual harassment by its personnel and students. Sexual harassment occurs when

- a person is subjected to unwelcome sexual speech or conduct so severe, pervasive, and offensive that it effectively denies their ability to access any BYU education program or activity;
- any aid, benefit, or service of BYU is conditioned on a person's participation in unwelcome sexual conduct; or
- a person suffers sexual assault, dating violence, domestic violence, or stalking on the basis of sex.

University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way, including through face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of sexual harassment should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by sexual harassment, including the university's Sexual Assault Survivor 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 Harassment Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<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. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is

polite, considerate, and courteous—even when we strongly disagree.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Column 1	Column 2
Week 1		
T Sep 05 Tuesday	<p>Start of Classes</p> <p>Purpose and Learning Outcomes, Introductions,</p> <p>Syllabus, three parts, Who Am I?</p> <p>Course Schedule and Assignments</p> <p>Field Experience</p>	<p>Due today: Bring your smile to class.</p>
Th Sep 07 Thursday	<p>Disability Awareness Assignment Overview</p> <p>Person-First Language</p> <p>Inclusion</p> <p>Field trip to Adventure Heights - group or independently?</p>	<p>Heward Ch. 1</p> <p>Due today: Who Am I?</p>
Week 2		
T Sep 12 Tuesday	<p>Overview of Special Ed Law, 504 and IDEA Pre-Referral</p> <p>Overview of six principles</p> <p>High Incidence disabilities</p>	<p>Heward Ch. 2</p> <p>Due today: Connection Journal #1 (on either chapter)</p>
Th Sep 14 Thursday	<p>Principles of IDEA-examples from Rachel</p> <p>Learner Characteristics</p>	<p>Read WETSKA Part 1</p> <p>Due today: Signed Cooperating Teacher Contract 1</p> <p>Learner Characteristics Assignment (done during class)</p>
Week 3		

T Sep 19 Tuesday	Intellectual Disabilities	Heward Ch. 4 Due today: Connection Journal # 2
Th Sep 21 Thursday	Educating Peter Emotional Disturbance	Heward Ch. 6 Due today: Disability Awareness Assignment
Week 4		
T Sep 26 Tuesday	Communication Disorders Misunderstood Minds	Heward Ch. 8 Due today: Connection Journal # 3
Th Sep 28 Thursday	Learning Disabilities How Difficult Can This Be? Misunderstood Minds	Heward Ch. 5
Week 5		
T Oct 03 Tuesday	Low Incidence Disabilities: Visual Impairments, Deaf and Hard of Hearing	Heward Ch. 10, then 9 Due today: Connection Journal # 4
Th Oct 05 Thursday	Deaf and Hard of Hearing, Orthopedic Impairments and Other Health Impairments	Heward Ch. 11 Due today: IRIS Module on Visual Disability https://iris.peabody.vanderbilt.edu/module/v01-clearview/
Week 6		
T Oct 10 Tuesday	Autism Wendy Chung TED	Heward Ch. 7 Due today: Connection Journal #5
Th Oct 12 Thursday	Low Incidence Disabilities: Severe and Multiple Disabilities and Traumatic Brain Injury Share Low Incidence Fact Sheets	Heward Ch. 12 Due today: Low Incidence Disabilities Fact Sheet
Week 7		

T Oct 17 Tuesday	Gifted and Talented Students in Poverty ELLs, Multicultural students,	Reading: A Day in Juan's Life Found on Learning Suite under Content/Miscellaneous documents Heward Ch. 13 Due today: Connection Journal # 6
Th Oct 19 Thursday	Early Intervention Writing Quality Individualized Education Programs	Heward Ch. 14 Bring the IEP workbook Midterm feedback Due today: Practicum Reflection Log 1, signed Hour Log, and Professionalism Evaluation 1
Week 8		
T Oct 24 Tuesday	Midterm Exam Opens at 9:00 am and Closes at 10:00 pm	Due today: Midterm Exam On Learning suite Exams tab. No notes, textbooks, or other helps
Th Oct 26 Thursday	Temple Grandin	(review Heward Ch. 2) IEP workbook TMT Due today: Midterm Educational Dispositions Assessment and Signed Cooperating Teacher Contract 2
F Oct 27 Friday		
Week 9		
T Oct 31 Tuesday	Temple Grandin	Heward Ch. 15 IEP workbook TMT Due today: Temple Grandin Reflection (done in class) and Connection Journal # 7
Th Nov 02 Thursday	IEP Process and the IEP Team Collaboration in IEP Meetings Transition	Due today: IEP workbook Ch. 1-3
Week 10		

T Nov 07 Tuesday	Find and share a scripture related to our learning in this class. Inclusion in Faith-based settings - Teach the Spirits Inclusion Activity Family Impact	Heward Ch. 3 Due today: A scripture and Connection Journal #8
Th Nov 09 Thursday	Front of the Class	Due today: IRIS Module on Response to Intervention (RTI)
Week 11		
T Nov 14 Tuesday	Front of the Class Preview the Tier 2 Intervention Assignment	Due today: IEP workbook Ch. 4-6 Front of the Class Reflection (done in class)
Th Nov 16 Thursday	By Study, By Faith Assessment and Evaluation Response to Intervention & Positive Behavior Support	WETSKA Part 2 & 3 Due today: Connection Journal # 9
Week 12		
T Nov 21 Tuesday	Friday Instruction	
Th Nov 23 Thursday	Thanksgiving	
Week 13		
T Nov 28 Tuesday	Field Trip	Due today: IRIS Module on Assessment
Th Nov 30 Thursday	Final Project Organization Accommodations: Academic and Social/Behavioral IEPs	WETSKA Part 4 Due today: Connection Journal # 10 Start getting signatures on field experience documents
Week 14		

T Dec 05 Tuesday	Accommodations Learning in Field Experience Flex time	Due today: Tier 2 Intervention Plan
Th Dec 07 Thursday	Exam Review Partner Collaboration	Due today: Practicum Reflection Log 2, signed Hour Log 2, and Professionalism Evaluation 2
Week 15		
T Dec 12 Tuesday	Share Final Projects	Due today: Final Project written report and presentation Student Ratings
Th Dec 14 Thursday	Last Day of Class Last class period All course work due. Share Final Projects	Due soon: Final Exam
Week 16		
T Dec 19 Tuesday	Final Exam Day	