

Instructor/TA Info

Instructor Information

Name: Ryan Kellems
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TA Information

Name: Maddy Affleck
Office Location: <https://byu.zoom.us/j/95620746452?pwd=ZFpnTUZUZUNGSU5xNDRrVG1jOWVudz09>
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Course Information

USOE Teacher Candidate Grade and Retention Rul

Candidates must have grades of C or better and a total BYU GPA of 3.0 in all courses required for a teaching major to be recommended for licensure in Utah. Students must meet these requirements to be admitted to and remain in a teaching major and to student teach. If students do not meet the requirements, they may change their major or retake courses until they meet the requirements.


Description

This course prepares future special education classroom teachers to understand in depth the characteristics of students with the 13 exceptionalities identified in the Individuals with Disabilities Education Act, as well as students who are gifted and those from culturally/linguistically diverse families. In addition, teacher candidates will learn how students with specific disabilities learn and how to use basic strategies for meeting their educational needs. Teacher candidates will identify: the ways in which 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. Teacher candidates will additionally acquire an understanding of the Individualized Education Plan (IEP) process, be able to describe the role of the IEP team, plan for an IEP meeting, and write a sample IEP.

Prerequisites

None

Materials

Item	Price (new)	Price (used)
 <u>Guide to Writing Quality IEP's 3e WKBK - Required</u> by Gibb, G	59.99	45.00

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EXCEPTIONAL CHILDREN - Required
by HEWARD

139.75

104.80

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	94%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

Assignments due at the beginning of class can only be made up due to a university excused absence. Assignments submitted online will be due prior to the start of class. Any assignments that are not submitted by the posted due date and time will be considered late. Please do not work on assignments during class.

All late assignments are worth 1/2 credit and will only be accepted for one week after the due date. In class assignments can only be made up with prior approval from the professor or in the case of a university excused absence.

Participation Policy

Attendance Policy

Attendance to all class sessions is expected. There is 1 pt available for each class period. In order to get the point you must be on time, actively participate and stay for the entire class. A class roll will be passed around to take attendance. It is the students responsibility to make sure they sign the attendance roll.

Teaching Philosophy

This is an introductory course to the field of special education. The emphasis will be on the distribution of declarative and procedural knowledge. Students will be given lecture and discussion type activities related to the foundation and/or fundamentals of the special education process. As part of the class students will complete a 12-hour field experience where they will be able to apply the principles they have learned in class to a classroom. Students will be assessed relative to the level of skill that they demonstrate on the objectives for this particular course.

Assignments

Assignment Descriptions

Disability Awareness Assignment

Jan
13

Due: Wednesday, Jan 13 at 10:55 am

Disability Awareness Assignment (10 points)

Complete **ONE** of the following:

1. Family history assignment.
2. Personal interaction analysis with an individual with disabilities.

Minimum length is one page single spaced (SS). This length does not include the questions. You must submit a copy on LS and BRING A HARD COPY TO CLASS.

Family History Assignment

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.

- How do others in your family view this person with a disability? What is your perception of disabilities?
- 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.

- 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?
- 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?
- 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?
- What did you learn about individuals with exceptionalities from this interaction? What is your perception of disabilities?
- Did you notice other peoples' reactions to this person? What were their perceptions of this person with a disability?
- 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.

Following is the rubric for this assignment:

Disability Awareness Assignment Rubric.docx [Download \(plugins/Upload/fileDownload.php?fileId=d0343349-ugLQ-Ujxk-Fjcd-Cu380c301423&pubhash=fxcbC5kXU6CQ18L2xN3CfbfMUT08SQEwzgNtynFtbGhhda3LKMQtczu3KNXPiQIZxlp_7IIXMpKOk1g3OKeIZI](#)

Quiz 1 (Ch. 1 & 2)

Jan
20

Due: Wednesday, Jan 20 at 10:55 am

Chapter 1: The Purpose and Promise of Special Education Chapter 2: Planning and Providing Special Education Services Quizzes are closed: note, book, internet, person, etc. and must be taken in one sitting.

Quiz 2 (Ch. 5)

Jan
25

Due: Monday, Jan 25 at 10:55 am

in one sitting.

Quiz 3 (Ch. 4)

Jan
27

Due: Wednesday, Jan 27 at 10:55 am

Chapter 4: Intellectual Disabilities Quizzes are closed: note, book, internet, person, etc. and must be taken in one sitting.

Disability Experience Assignment 1

Jan
27

Due: Wednesday, Jan 27 at 10:55 am

For this assignment you may choose a documentary or movie about disabilities to watch and write a ONE page (SINGLE spaced) analysis about your insights. You are welcome to find your own (must be at least 1 hour long or get approved by the TA) or use one of the suggestions in the attached document. Be prepared to discuss your insights in class as well.

See the attached file for a more detailed description of the assignment as well as suggestions for videos.

Disability Experience 1 Description.docx [Download \(plugins/Upload/fileDownload.php?fileId=b4ca844f-xjkw-GUAZ-wwHB-jnfeac759655&pubhash=yM2mAAZgjJDHkXoyDIBUXDYojHwW91SMBQz1xCZw7n6SkjwzTIUUho-lgC9qIN1nKZwBamAUhnptITvIVJUWkw==\)](https://plugins/Upload/fileDownload.php?fileId=b4ca844f-xjkw-GUAZ-wwHB-jnfeac759655&pubhash=yM2mAAZgjJDHkXoyDIBUXDYojHwW91SMBQz1xCZw7n6SkjwzTIUUho-lgC9qIN1nKZwBamAUhnptITvIVJUWkw==)

Quiz 4 (Ch. 6 & 8)

Feb
03

Due: Wednesday, Feb 03 at 10:55 am

Chapter 6: Emotional or Behavioral Disorders Chapter 8: Communication Disorders Quizzes are closed: note, book, internet, person, etc. and must be taken in one sitting.

Quiz 5 (Ch. 9 & 10)

Feb
08

Due: Monday, Feb 08 at 10:55 am

Chapter 9: Deafness and Hearing Loss Chapter 10: Blindness and Low Vision Quizzes are closed: note, book, internet, person, etc. and must be taken in one sitting.

Quiz 6 (Ch. 11)

Feb
17

Due: Wednesday, Feb 17 at 10:55 am

Chapter 11: Physical Disabilities, Health Impairments, and ADHD

Disability Experience Assignment 2

Feb
17

Due: Wednesday, Feb 17 at 10:55 am

Interview an adolescent or an adult with a disability (a virtual interview or speaking over the phone is ok for this assignment). Formulate 5-10 questions to discuss with the person.

Quiz 7 (Ch. 14)

Feb
22

Due: Monday, Feb 22 at 10:55 am

Chapter 14: Early Childhood Special Education Quizzes are closed: note, book, internet, person, etc. and must be taken in one sitting.

Topic Selection (for research paper)

Feb
22

Due: Monday, Feb 22 at 10:55 am

For this assignment you will select a topic for your research paper. The topic needs to be disability related (i.e. post-secondary opportunities for students with intellectual disabilities, evidence-based practices for students with autism, forced sterilization of individuals with disabilities). You will also provide the reference to at least 3 sources (you will need at least 2 journal articles/books, and no more than 1 website) that you will use in the writing of your paper. References must be cited according to APA. If you have any questions about if your topic is appropriate, please talk to Dr. Kellems.

Following is the rubric for this assignment:

Topic selection (for research paper) Rubric.doc [Download \(plugins/Upload/fileDownload.php?fileId=d03cf738-4v8f-S6Em-QEKA-U8006d7c636b&pubhash=thXdhmVdUZG3EtW_hEtaEdYPYH04PISR-wtQZGYG9C5B95VCYfgFmXDurH6HFVQre6_k5eCjUJVL9x1GpxPLymQ==\)](#)

Midterm

Mar
01

Due: Monday, Mar 01 at 11:59 pm

You are not allowed to use any notes or other materials. There is no time limit but the exam MUST be taken in one sitting and must be completed (not started) by the closing date/time. I would suggest you find a place you will not be distracted (library etc) to take the exam.

TA Paper Meeting

Mar
03

Due: Wednesday, Mar 03 at 10:55 am

Meet with the TA to discuss your Research Paper.

What you should bring to the meeting: Your topic and a complete outline. Look under content for an example of an adequate outline!

Sign up for a time to meet here: <https://docs.google.com/spreadsheets/d/1YEAwoP93m04A6PFRG6OYAm7HmTCbqzSqYeOHCBZFWFw/edit?usp=sharing>
OR email the TA to schedule a different time.

Quiz 8 (Ch. 7 & 12)

Mar
08

Due: Monday, Mar 08 at 10:55 am

Chapter 12: Low-Incidence Disabilities: Severe/Multiple Disabilities, Deaf-Blindness, and Traumatic Brain Injuries. Chapter 7: Autism Spectrum Disorders Quizzes are closed: note, book, internet, person, etc. and must be taken in one sitting.

Mar
08

Due: Monday, Mar 08 at 11:59 pm

This is 2 pts to be added to your midterm and 2 pts to be added to your final.

Disability Experience Assignment 3

Mar
10

Due: Wednesday, Mar 10 at 10:55 am

Interview a classroom teacher who has worked with students with disabilities (a virtual interview or speaking over the phone is ok for this assignment). Formulate 10 questions to ask the teacher. Submit your ten questions and a one page (single-spaced) typed response highlighting what you learned in the interview.

Quiz 9 (Ch. 13)

Mar
10

Due: Wednesday, Mar 10 at 10:55 am

Chapter 13: Gifted and Talented Quizzes are closed: note, book, internet, person, etc. and must be taken in one sitting.

Quiz 10 (Ch. 3 & 15)

Mar
22

Due: Monday, Mar 22 at 10:55 am

Chapter 3: Collaborating with Parents and Families in a Culturally and Linguistically Diverse Society
Chapter 15: Transition to Adulthood Quizzes are closed: note, book, internet, person, etc. and must be taken in one sitting.

Disability Experience Assignment 4

Apr
12

Due: Monday, Apr 12 at 10:55 am

For this assignment you may choose a book about disabilities to read and write a one page (single-spaced) analysis about your insights. You are welcome to find your own (must be at least 100 pages or get approved by the TA) or use one of the suggestions in the attached document. Be prepared to discuss your insights in class as well.

See the attached file for a more detailed description of the assignment as well as suggestions for videos.

Disability Experience 4 Description.docx [Download \(plugins/Upload/fileDownload.php?fileId=4a8e74f0-gWkt-zxOV-6Tzu-oC22f7e00c1b&pubhash=WFzzbOopBIWJle02ro02gdAep-1twYHqrcrcqQJropjojLbh5Pgbb4efL2_BGOWtbCVoc_xNAniiJDOMf45pKA==\)](#)

IEP Workbook- Must be turned in person

Apr
14

Due: Wednesday, Apr 14 at 10:55 am

Read and fill out your IEP workbook:

- Pages 1-14 are an introduction to IEPs

- Pages 47-57 Learn about PLAAFP writing
 - WRITE YOUR OWN PAGES 55-56
- Pages 59-64 Learn about MAG writing
 - WRITE YOUR OWN PAGE 65
- Pages 66-71 Learn about writing benchmarks
 - PRACTICE PAGE 71
- Pages 72-73 Learn to write short-term objectives
 - PRACTICE PAGE 73
- Pages 75-79 Learn methods of progress monitoring
 - PRACTICE PAGES 77 & 78
- Pages 81-92 Learn about related services
 - PRACTICE PAGE 90
- Pages 93-96 Learn about determining the extent to which students will participate in general education
 - PRACTICE PAGE 95
- Pages 97-106 Learn about assessment accommodations
 - PRACTICE PAGES 100, 103 & 105
- Pages 107-109 Learn about transition plans
 - PRACTICE PAGE 110

Must be turned in person either to 340 MCKB or during class on the 14th before 11am.

NO LATE ASSIGNMENTS WILL BE ACCEPTED

Disability Research Paper

Apr
14

Due: Wednesday, Apr 14 at 10:55 am

For this assignment, you will write a paper on the topic you have previously selected. Remember, the topic will have to be approved before you can start writing your paper.

The paper needs to be at least 10 pages, but you are welcome to go over 10 pages if you want. The paper should have a clear thesis statement that you will support with the use of at least 10 sources (you will need at least 7 journal articles/books, and no more than 3 websites). The paper will be written in APA, which is double-spaced.

The 10 pages includes abstract, graphs, tables, and references. The graphs and tables should be included in text. This means you place the graph where it is referenced in the text. The graph should occur on a page with additional text and not on it's own page. Please include a title page and abstract but only the abstract will count towards the 10 pages.

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Final

Apr
17

Due: Saturday, Apr 17 at 11:59 pm

This is your Final Exam. You are not allowed to use any notes or other materials. There is no time limit but the exam MUST be taken in one sitting and must be completed (not started) by the closing date/time. I would suggest you find a place you will not be distracted to take the exam.

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

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents 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 a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <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.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only

(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.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community.

Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. **Inadvertent Plagiarism**-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include:

Direct Plagiarism-The verbatim copying of an original source without acknowledging the source.

Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. **Plagiarism Mosaic**-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. **Insufficient Acknowledgement**-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material.

Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

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

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please

Schedule

Date	Topic	Readings	Assignments
Week 1			
M Jan 11 Monday	Introduction and Syllabus		
W Jan 13 Wednesday	Disability Awareness		Disability Awareness Assignment Quiz 1 (Ch. 1 & 2) Opens
Week 2			
M Jan 18 Monday	Martin Luther King Jr Day		Quiz 2 (Ch. 5) Opens
W Jan 20 Wednesday	Overview of Special Ed Law Placements, 504 and IDEA Pre-Referral	SG #1 Ch1&2 .docx Download Heward Ch. 1 and Ch. 2	Quiz 1 (Ch. 1 & 2) Closes Quiz 3 (Ch. 4) Opens
Week 3			
M Jan 25 Monday	Learning Disabilities	What Every Teacher Should Know About (WETSKA) Part I WETSKA Part 1.pdf Download Heward Ch. 5 SG #2 Ch 5 .docx Download	Quiz 2 (Ch. 5) Closes
W Jan 27 Wednesday	Intellectual Disabilities	Heward Ch. 4 SG #3 Ch 4 .docx Download	Quiz 3 (Ch. 4) Closes Quiz 4 (Ch. 6 & 8) Opens Disability Experience Assignment 1
Week 4			
M Feb 01 Monday	Emotional or Behavioral Disorders	SG #4 Ch 6&8 .docx Download Heward Ch. 6	Quiz 5 (Ch. 9 & 10) Opens
W Feb 03 Wednesday	Communication Disorders	Heward Ch. 8	Quiz 4 (Ch. 6 & 8) Closes

M Feb 08 Monday	Deafness and Hearing Loss & Blindness and Low Vision Deaf Ed	Heward Ch. 9 & 10 SG #5 Ch 9&10 .docx Download	Quiz 5 (Ch. 9 & 10) Closes
W Feb 10 Wednesday	Class will be held over ZOOM. Find the link under the online section on zoom. Melissa Heath- Recognizing signs of abuse		Quiz 6 (Ch. 11) Opens
Week 6			
M Feb 15 Monday	Presidents Day		Quiz 7 (Ch. 14) Opens
T Feb 16 Tuesday	Monday Instruction Lecture by Emily Darowski on library resources and APA	Bring your own computer to class. You will be asked to use it during the lecture.	
W Feb 17 Wednesday	Physical Disabilities, Health Impairments, and ADHD	SG #6 Ch 11 .docx Download Heward Ch. 11	Quiz 6 (Ch. 11) Closes Disability Experience Assignment 2
Week 7			
M Feb 22 Monday	Early Childhood Special Education	Heward Ch.14 SG # 7 Ch 14.docx Download	Quiz 7 (Ch. 14) Closes Topic Selection (for research paper)
W Feb 24 Wednesday	Review for Midterm		
Week 8			
M Mar 01 Monday	Midterm-Taken on Learning Suite No Class		Midterm Quiz 8 (Ch. 7 & 12) Opens
W Mar 03 Wednesday	Low Incidence Disabilities: Severe/Multiple Disabilities, Deaf-Blindness, and Traumatic Brain Injury	Heward Ch. 12 SG # 8 Ch 7&12.docx Download	Quiz 9 (Ch. 13) Opens TA Paper Meeting
Week 9			

M Mar 08 Monday	Autism Spectrum Disorders	Heward Ch. 7	Quiz 8 (Ch. 7 & 12) Closes EX for Midterm and Final
W Mar 10 Wednesday	Gifted and Talented	Heward Ch. 13 SG # 9 Ch 13 .docx Download	Quiz 9 (Ch. 13) Closes Quiz 10 (Ch. 3 & 15) Opens Disability Experience Assignment 3
Week 10			
M Mar 15 Monday	No class- Work on Research Paper and Review IEP workbook		
W Mar 17 Wednesday	Collaborating with Parents and Families in a culturally and Linguistically Diverse Society	Heward Ch. 3 SG #10 Ch 3&15 .docx Download	
Week 11			
M Mar 22 Monday	Transition to adulthood	Heward Ch. 15	Quiz 10 (Ch. 3 & 15) Closes
W Mar 24 Wednesday	IEP Process and the IEP Team Overview of Referral Process Writing IEPs, PLAAFPS, and goals Review IEP workbook	Bring IEP workbook to class	
Week 12			
M Mar 29 Monday	Planning IEP Meetings	Bring Gibbs & Dyches IEP book to Class. Gibb & Dyches Text	
W Mar 31 Wednesday	Multicultural Issues, Poverty		
Week 13			

M Apr 05 Monday	RTI Reporting Student Progress		
W Apr 07 Wednesday	No Class		
Week 14			
M Apr 12 Monday	Classroom Accommodations: Academic and Social/Behavioral		Disability Experience Assignment 4
W Apr 14 Wednesday	Review for Final	Final will be taken on Learning Suite and must be completed (not started) by the 17th at midnight	Disability Research Paper IEP Workbook- Must be turned in person
Th Apr 15 Thursday	Winter Exam Preparation (04/15/2021 - 04/15/2021)		
F Apr 16 Friday	First Day of Winter Final Exams (04/16/2021 - 04/21/2021)		Final Opens
Sa Apr 17 Saturday			Final Closes