Instructor/TA Info

Instructor Information
Name: Katherine Banner
Email: katherinembanner@gmail.com

Course Information

Description
This course prepares future elementary classroom teachers to understand how students with exceptionalities learn, and how to use basic strategies to meet their educational needs.

Materials

<table>
<thead>
<tr>
<th>Item</th>
<th>Price (new)</th>
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<tr>
<td>What Every Teacher Should Know About Adaptations... - Optional by Carter, N</td>
<td>24.99</td>
<td>18.75</td>
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<tr>
<td>Teaching in Today's Inclusive Classrooms 3E - Required by Gargiulo, R</td>
<td>150.00</td>
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Learning Outcomes

Learning Difficulties and Accommodations
Analyze student's learning difficulties and plan appropriate accommodations.

Special Needs Learning Characteristics
Describe learning characteristics of special needs students.

Assessment Plans and School Support
Develop assessment plans to evaluate students' progress and collaborate with school experts to support student learning.

Collaboration
Collaboration: Candidates work effectively with parents, professionals, paraprofessionals, and others in the school and community to help students with disabilities achieve their IEP goals.

Interpersonal Relations
Interpersonal Relations: Candidates work with students, parents, professionals, paraprofessionals, and others in the school and community with kindness and respect regardless of their diverse backgrounds.

Professional Practice
Professional Practice: Candidates fulfill all duties and assignments, comply with all education laws and policies, and continue to improve professional practice.

Grading Scale

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<tr>
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<td>C+</td>
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Assignments
Assignment Descriptions

Chapter 1

Jan 18
Due: Tuesday, Jan 18 at 3:00 pm

Chapter 3

Jan 18
Due: Tuesday, Jan 18 at 3:00 pm

IDEA and 504 PearDeck

Jan 18
Due: Tuesday, Jan 18 at 11:59 pm

This is an in class assignment from class on January 11th and January 18th. There were 5 points available per week for completing this assignment.

PLAAFP & Objectives

Jan 25
Due: Tuesday, Jan 25 at 7:00 pm

This is an IN class activity
PLAFP Handout.pdf Download (plugins/Upload/fileDownload.php?fileId=50424156-Lw78-CVFG-mq3g-S714aeae6981&pubhash=uJpA966LFH6XRZKRoDC9VaX3vFkio5trUyKOxZi8hF_ICRT-1CRHNKE2f81VGx8MmWXEUNedCCJSEujwXPQ==)

Practicum Contract Sheet

Jan 25
Due: Tuesday, Jan 25 at 11:59 pm

Give the attached letter to your Cooperating Teacher and have the contract and confidentiality form completed and signed.
Confidentiality Agreement Download (plugins/Upload/fileDownload.php?fileId=45f5c1af-OMxw-8oVf-bpW9-FFD8951d83c7&pubhash=VkmbsNwk9sLipOoRmVEizrQIOj55JfxeV-arjZynjklqGJWIL_3u7Y6ltwkd8Qh10KOBDSwo59w0P7qJykw==)

Contract Sheet Download (plugins/Upload/fileDownload.php?fileId=8ec840c6-qlt3-gqA-Y-FRGm-r0f5537c8c54&pubhash=20iRNdfoU8aB9PduNs_NFprKx4bPY-almgeyEY2Aam8ilHV6LS8lKeR6b6fR57JWAHTOKtxmk-8faJSw==)
Teacher Letter Teacher Letter.docx Download (plugins/Upload/fileDownload.php?fileId=578ea22a-5L1x-d0AG-Z0nH-mNhBo0e1cf911&pubhash=ODf1wad_EdZiuYCwXWeV-Qmff4Vxy08CJpNvbxwDSxgrefsof8vUtHrbvGRAES2Kw37ervweaBwf8wNcg4Q==)

Chapter 4
Disability Presentation

Work with a partner to make a class presentation describing a student with your assigned disability. This is a collaborative assignment and must be completed with a partner to receive full credit. Your presentation should include the following:

### Presentation Requirements (6 minutes)

1. **Disability Information**
   - Provide information about common traits of the condition.
   - Information on how it impacts their progress to access the general curriculum.
   - Prevalence information.

2. **Suggestions for Instruction**
   - Provide general suggestions for teaching students with this condition.
   - Demonstrate a specific accommodation (e.g., multi-sensory learning, graphic organizer, mnemonic device, etc.)

3. **Create a handout for the class or find a video with information on the disability.**
   - If choosing a video, please keep it under 3 minutes. Videos must be from a reliable source.

4. **Provide a copy of your presentation to the instructor.**

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**IRIS: Pre-Referral to Special Education**

**Complete:** The Pre-Referral Process IRIS Module

Complete the module found [here](https://iris.peabody.vanderbilt.edu/module/preref/#content) and [here](https://iris.peabody.vanderbilt.edu/module/preref/#content).

Submit your answers to the questions in the Initial Thoughts, Wrap-Up (revisiting initial thoughts), and Assessment sections.

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**Chapter 6**

**Due:** Tuesday, Mar 01 at 3:00 pm

**Mid-Course Evaluations**

**Due:** Tuesday, Mar 01 at 11:59 pm

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**Chapter 13**

**Due:** Tuesday, Mar 08 at 3:00 pm
Chapter 2

Classroom Accommodations

In class assignment

Disability Awareness Assignment

Complete ONE of the following (you choose):
1. Family history assignment.
2. Personal interaction analysis.

Disability Awareness 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. (4 points)

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? (1.5 point)
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. (1.5 point)
3. What did you learn about individuals with exceptionalities or cultural/personal response from completing this exercise? (1.5 point)
4. How do others in your family view this person with a disability? What is your perception of disabilities? (1.5 point)

v. 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 to provide you 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 points)

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? (2 points)

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? (2 points)

4. What did you learn about individuals with exceptionalities from this interaction? What is your perception of disabilities? (2 points)

5. Did you notice other peoples’ reactions to this person? What were their perceptions of this person with a disability? (2 points)

vi. 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 can be found on Learning Suite under “Content” à “Disability Awareness Assignment” à Disability Awareness Assignment Book List. 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:
vi. The title and author of the book. (2 points)

vii. A brief summary of the book. (2 points)

iv. 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. (2 points)

v. Discuss how this book would influence children’s perceptions of disability. (2 points)

vi. 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. (2 points)

Chapter 11

| Mar 22 | Due: Tuesday, Mar 22 at 3:00 pm |

Chapter 7

| Mar 29 | Due: Tuesday, Mar 29 at 3:00 pm |

Visit to the Resource Room

| Apr 05 | Due: Tuesday, Apr 05 at 11:59 pm |

The goal of this assignment is for you to experience a resource classroom. Schedule a visit to the school’s resource room by contacting the teacher in advance. During your visit, have a discussion with the teacher about their roles and responsibilities.

Write a two-page reflection (standard formatting) that adequately covers the following topics:
1. Resource teacher roles and responsibilities (describe legal obligations) for educating students with disabilities. (2 points)

2. Unique components of a resource teacher's responsibilities in comparison to what you know about a general education teacher’s role. (2 points)

3. The teacher’s role in collaborating with a grade-level team, participating on an IEP team, training paraeducators, communicating with others. (2 points)

4. How this knowledge has provided insight into how you will interact with a resource teacher in your future school. Be specific. (2 points)

5. The pros and cons of the resource placement option. (2 points)

Practicum Reflection Log

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This assignment is worth a total of 50 points. The points are divided up as follows:

**Background Information (5 pts.)**
Fill out the information on the first page of the reflection log (your name, school, cooperating teacher, etc).

**Date/Time, Location, and Activity (5 pts.)**
Log the time you spent working with the student, the date, location, and activity in column 1 of the reflection log.

**Learning Activity and Concerns (10 pts.)**
Describe the learning activity and any learning characteristic you might observe for the student with whom you are working in column 2 of the reflection log.

**List how or what you did to assist the child with the assigned learning activity (10 pts.)**
In column 3 of the reflection log, list how you assisted the child you were working with and any accommodations you used.

**List and reference an accommodation that addresses the concern (10 pts.)**
Reflect on your experience working with the student and use your WETSKA book or other evidence-based source to find and reference at least one accommodation you could have used to help the student. Remember to include which accommodation you chose, the page it is on, and why you chose it for your student.

**Completing hours (10 pts.)**
These points are contingent on the number of hours you completed. Up to 3 hours can be completed at church or in another setting where you interact with a person with a disability in a teaching situation. The syllabus specifies that at least 8 hours must be completed to pass the course.

(See attached sample/template) Field Assignment 2 - Practicum Reflection Log Spring 2016.docx Download

PBS Project

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**Option 1: Praise Notes**

1. Create a praise note. (3 points) One copy of your praise note template must be submitted to receive maximum points. The praise note should include spaces for:
   a. The name of the student.
   b. The specific behavior the student engaged in that day
   c. Your signature.

2. Present 10 praise notes to various students. Keep a log of who received the note (a variety of student names should be listed), the date, and the specific behavior that prompted the note. Use the template provided in the attachment. (10 points)

3. Reflect in writing on this experience. Specifically, reflect on the observed change(s) in your behavior and the student's behavior as a result of this experience. Share how you will apply what you learned from this assignment in your future classroom. (7 points)

OR...

**Option 2: 4:1 Praise:Correction Ratio**
Teacher candidates will engage in a high rate of verbal praise through the course of the field experience.

1. Record praise and corrections over ten 10-minute periods using the template provided in the attachment. (10
Record praise and corrections over ten 10-minute periods using the template provided in the attachment. (10 points)

2. Reflect in writing on this experience. Specifically, reflect on the observed change(s) in your behavior and the student’s behavior as a result of this experience. Share how you will apply what you learned from this assignment in your future classroom. Include at least one cited reference for an accommodation that addresses the use of praise. (10 points)

PBS Project Download (plugins/Upload/fileDownload.php?fileId=40d1bf18-6cuk-drpV-zkMv-hLF4db507b50&pubhash=W1q8-00t91BwG22kv1VhGS3Tk5ivGLKi22X4ITBcr8rhvcAf42wFvT_q-CrJr3BqSELmBNXIk5j6si90-oYA==)

Church Accommodation Assignment

Due: Tuesday, Apr 05 at 11:59 pm

Please select one of the two case studies below, and write a two-page response on how you could best support the needs of the leaders and parents. Be sure to cite two of the provided references. Include two specific accommodations, techniques, or attitudes from your cited references that could be used in the scenario as you formulate your response.

Case Study #1:
A Primary President comes to you with concerns about a child named Jose in Sunbeams who has recently been diagnosed with Autism. In his last ward, his parents were asked to just stay with him in nursery at all times. In his new ward, the parents and his leaders would like to see him more fully integrated with his peers without having to have his parents right beside him. Jose gets easily over stimulated with noises and people, he struggles with sitting in his seat longer than a few minutes at a time, gets extremely bothered when things interrupt the typical routine and has a tendency to throw small objects because he likes to watch as they move through the air.

The Primary President has a background in Journalism and does not even know where to begin on how to work with a child with a disability. She has come to you because of your training in education at Brigham Young University. She would like to know what she could do to help Jose successfully access Primary to his fullest extent possible.

OR

Case Study #2:
A Primary president comes to you with concerns about an 8 year old child named Sterling who has difficulty reading and is frequently disruptive in class. In his last ward, his parents were asked to just stay with him through their meeting times. In his new ward, the parents and his leaders would like to see him more fully integrated with his peers without having to have his parents with him. Sterling gets bored easily and frequently refuses to read any of the class materials. He makes noises and bothers the other children who sit next to him for the majority of the time.

The Primary president has a background in Journalism and does not even know where to begin on how to work with a child like Sterling. Sterling’s parents are also frustrated, and his mom is frequently seen leaving church crying because she does not know how to handle him and help his primary teacher. The parents and Primary president have come to you because of your training in education at Brigham Young University. She would like to know what she could do to help Sterling successfully access Primary to his fullest extent possible.

Resources:
Scriptures
http://www.lds.org/topics/disability?lang=eng

Members with disabilities:

Teaching The Spirits:
http://education.byu.edu/media/watch/352

Advice for Dad:
http://www.lds.org/tools/print/article/narrow/?lang=eng&url=/children/resources/tips/2012/03

Examples of some of the ways that the Church seeks to welcome and integrate members with disabilities:
http://www.mormonnewsroom.org/article/disabilities

Teaching The Spirits video: http://vimeo.com/72974375

LDS Disability Specialist Calling: http://www.lds.org/callings/disability-specialist?lang=eng

Final Exam
This is the final exam for CPSE 300. The exam will be open during finals week via Learning Suite. You may not use your text, the Internet, or any other resource when taking the exam. Good luck!

Intelligent Lives

After watching the film "Intelligent Lives" write a one page (double spaced) review on the film. Please include enough detail so I can be sure you watched the entire film.

IRIS: Related Services - Common Supports for Students with Disabilities Providers

Complete the online module [https://iris.peabody.vanderbilt.edu/module/rs/] and submit your answers to the questions in the Initial Thoughts, Wrap-Up (revisiting initial thoughts), and Assessment sections.

Final Case Study (Part 2)

Submit part 2 of your final project here (the description is included with the description for part 1). You and your partner will turn in the same thing for Part 1, but you should each submit separate, unique assignments for Part 2.

Final Case Study (Part 1)

Final Project (100 points)

This is a 2-part assignment. (1) You will develop a hypothetical case study for your final project. You should draw on your experience in the school to complete this assignment. However, this case study project is hypothetical and is not a final report of your field experience. This project provides an opportunity for you to synthesize learning. Because collaboration is essential for meeting the needs of diverse learning, this is a collaboration project. You will work with a peer to complete this project (80 points). (2) You will describe your perceptions of disability and analyze how your experience and the knowledge you have gained have shaped your perception of disability. You will also analyze your collaboration experience. This will be submitted as a separate assignment. (20 points).

The following should be included in your final project. (Your final presentation is a separate assignment. Please submit a write-up, not your presentation slides.)

Part 1 (80 points)

1. **Demographic** information for the student described.
   a. Student’s age, gender, grade (1 point)
   b. Family background (1 point)
   c. Experience in school (1 point)
   d. Learner challenges/at-risk characteristics (1 point)
   e. Student’s interests (1 point)

2. Describe your **legal responsibilities** for educating students with disabilities as outlined in IDEA. Be sure to name and describe all 6 components as taught in CPSE 300. (6 points). Identify and describe one other law that relates to teaching children (4 points). Also describe your **moral/ethical responsibilities**. (5 points)

3. Describe the student’s **disabling condition**. Which of the 13 special education categories will this child be service under? (6 points). Discuss how the condition impacts learning (6 points). Use appropriate citing (2 points).
1. Briefly describe the demographic information for your student. 1 point
2. Briefly describe the demographic information for your school. 1 point
3. Describe the student’s disabling condition. Which of the 13 special education categories will this child be serviced under? Discuss how the condition impacts learning. 3 points
4. PLAAFP (Present Level of Academic Achievement and Functional Performance) for an academic or behavioral concern. 2 points
5. Intervention plan using Tier 2 strategies for the area of concern.
   a. Write a goal for student performance. 1 point
   b. Plan what you will do and what others can do to meet the goal. 1 point
   c. Describe how you will measure and report progress. 1 point
6. Explain 3 evidence based classroom accommodations that will facilitate learning and demonstrate at least one. Explain why your accommodations are appropriate given the classroom environment and your student’s profile. Cite the source for these accommodations. 5 points

Total Time: 6-8 minutes
Please sign up for a presentation on this doc. (https://docs.google.com/spreadsheets/d/1OygC6XHTay2qYBltV79jofajhvYCrqOqddEa1xfBqU/edit?usp=sharing)

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.
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 the university's Honor Code.

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; for more immediate concerns please visit http://help.byu.edu.

Preventing 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 9coordinator@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 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.

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.

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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

Schedule

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<td>Week 1</td>
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<td>M Jan 03 Monday</td>
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<tr>
<td>T Jan 04 Tuesday</td>
<td>Introduction to Course</td>
<td>Please select a partner for the disability presentation and submit your names on the linked Google Sheet. Thanks!</td>
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<td></td>
<td>Disability Awareness &amp; Person First Language</td>
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<td><strong>Interpersonal Relations</strong> - Candidates work with students, parents, professionals, paraprofessionals, and others in the school and community with kindness and respect regardless of their diverse backgrounds.</td>
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<td>Week 2</td>
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<td>T Jan 11 Tuesday</td>
<td>Person First Language.pdf Download</td>
<td>Read: Garguilo &amp; Metcalf (2017) Chapters 1 &amp; 3</td>
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<td></td>
<td>Special Ed Foundation: Teaching in Today's Classrooms</td>
<td>Complete: Chapter 1 &amp; Chapter 3 Quiz</td>
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<td>IEPs and 504 Plans</td>
<td>Please select a partner for the disability presentation and submit your names on the linked Google Sheet. Thanks!</td>
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<td>Placement options</td>
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<td>SPED legislation</td>
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<td>Educational reform</td>
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<td><strong>Professional Practice</strong> - Candidates fulfill all duties and assignments, comply with all education laws and policies, and continue to improve professional practice.</td>
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<td>M Jan 17 Monday</td>
<td><strong>Martin Luther King Jr Day</strong></td>
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</table>
| T Jan 18 Tuesday | Special Ed Foundation: Teaching in Today’s Classrooms  
IEPs and 504 Plans  
Placement options  
SPED legislation  
Educational reform  
**Professional Practice** - Candidates fulfill all duties and assignments, comply with all education laws and policies, and continue to improve professional practice.  
**Read:** Garguilo & Metcalf (2017) Chapters 1 & 3  
**Complete:** Chapter 1 & Chapter 3 Quiz |

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<th>Week 4</th>
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| T Jan 25 Tuesday | **PLAAFPs, Goals and IEPs**  
**Instructional Strategies** - Uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individual and groups of learners.  
**In-Class Assignment:** PLAAFP and Objectives |

| F Jan 28 Friday |  |

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<th>Week 5</th>
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| T Feb 01 Tuesday | **PLAAFPs, Goals and IEPs**  
**Special Needs Learning Characteristics**  
- Describe learning characteristics of special needs students.  
  - Specific Learning Disabilities  
  - Speech - Language Impairment  
  - Other Health Impairment  
  - Intellectual Disabilities  
**Read:** Garguilo & Metcalf (2017) Chapter 4  
- Intro (pg. 77-79)  
- 4-1a (pg 79-81)  
- 4-2 (pg 85-89)  
- 4-5 (pg 99-103)  
**Complete:** Chapter 4 quiz  
**Presentation:** Disability Presentations  
DUE for:  
- Specific Learning Disability (SLD)  
- Speech/Language Impairment (SLI)  
- Other Health Impairment (OHI)  
- Intellectual Disabilities  
Please sign up [here](#) to find a partner for the final case study assignment |

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<thead>
<tr>
<th>Week 6</th>
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| T Feb 08 Tuesday | **Special Needs Learning Characteristics**  
- Describe learning characteristics of special needs students.  
**PLAAFPs, Goals and IEPs**  
- Autism Spectrum Disorder  
- Visual Impairment  
- Hearing Impairment  
**Presentation:** Disability Presentations  
DUE for:  
- Autism Spectrum Disorder  
- Visual Impairment  
- Hearing Impairment  
**Complete:** IRIS Prereferral to Special Education |

<p>| Week 7 |  |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Special Needs Learning Characteristics</th>
<th>Presentation: Disability Presentations</th>
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<tbody>
<tr>
<td>T Feb 15</td>
<td>- Describe learning characteristics of special needs students.</td>
<td>DUE for:</td>
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<tr>
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<td>- Emotional Disturbance</td>
<td>- Emotional Disturbance</td>
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<td>- Orthopedic Impairment</td>
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<td>- Traumatic Brain Injury</td>
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<td>- Developmental Delay</td>
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<td>Prereferral to Special Education</td>
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<td>F Feb 18</td>
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<td>M Feb 21</td>
<td>Presidents Day</td>
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<td>T Feb 22</td>
<td>Monday Instruction</td>
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<tr>
<td>Week 9</td>
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<tr>
<td>T Mar 01</td>
<td>Instructional Strategies - Uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs individual and groups of learners. Diversity in the Classroom</td>
<td>Read: Gargiulo &amp; Metcalf (2017) Chapter 6</td>
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<td>Complete: Chapter 6 Quiz</td>
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<td>Week 10</td>
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<td>T Mar 08</td>
<td>Universal Design</td>
<td>Read: Gargiulo &amp; Metcalf (2017) Chapter 2</td>
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<td>Instructional Strategies - Uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs individual and groups of learners.</td>
<td>2-1 The Concept of Universal Design pp. 32-34</td>
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<td>2-3 Three Essential Qualities of UDL: Representation, Engagement, &amp; Expression 43-49</td>
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<td>2-4 UDL &amp; Differentiated Instruction pp. 49-53</td>
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<td>Complete: Chapter 2 Quiz</td>
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<td>Week 11</td>
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<td>Please sign up here to find a partner for the final case study assignment.</td>
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<tr>
<td>T Mar 15</td>
<td>Math Instruction for Individuals with Disabilities</td>
<td>Read: Gargiulo &amp; Metcalf (2017) Chapter 13</td>
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<td>Reading instruction for individuals with disabilities</td>
<td>Complete: Chapter 13 Quiz</td>
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<td>Lesson Accommodations</td>
<td>Complete: Disability Awareness</td>
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<td>Assistive Technology and Classroom Accommodations</td>
<td>Assignment Due</td>
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<td>Please sign up here to find a partner for the final case study assignment.</td>
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<td><strong>T Mar 22 Tuesday</strong></td>
<td>Social/Behavioral Strategies: FUBA BIP Classroom Management Positive Behavior Support <strong>Assessment Plans and School Support</strong> - Develop assessment plans to evaluate students’ progress and collaborate with school experts to support student learning. <strong>Read:</strong> Gargiulo &amp; Metcalf (2017) Chapter 11 <strong>Complete:</strong> Chapter 11 Quiz</td>
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