

Instructor/TA Info

Instructor Information

Name: Carrie Eichelberger

Office Location: 340-C MCKB

Office Phone: 801-422-1690

Email: carrieic@byu.edu

Course Information

Description

This course prepares future elementary classroom teachers to design instruction to meet the educational needs of diverse learners through universal design, and response to intervention frameworks and to prepare appropriate curricular adaptation, accommodations, and modifications. Students will investigate the legal and moral imperatives of educators as defined in state and federal law, including the Individuals with Disabilities Education Act. Students will also outline way to collaborate with parents and professionals to deliver equitable instruction for all students--including those with disabilities.

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 the school and community to help students with disabilities achieve their IEP goals.

Interpersonal Relations

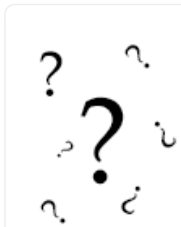
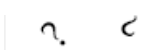
Interpersonal Relations: Candidates work with students, parents, professionals, paraprofessionals, and others in the school and community with kindness and respect regardless of their diverse background

Professional Practice

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

Materials

Item	Price (new)	Price (used)
 What Every Teacher Should Know About Adaptations... - <i>Optional</i> by Carter, N	24.99	18.75



Teaching in Today's Inclusive Classrooms 3E - Required
by Gargiulo, R

173.95

130.50

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

Quizzes are due at the beginning of class on the due date listed in Learning Suite. All other assignments are due at 11:59 on the due date listed in Learning Suite.

Late assignments are worth 50% for up to a week. After a week, late assignments will not be accepted.

Some assignments are completed during class. If you are absent you will not be able to make up the missed work. In the case of university excused absences speak to the professor.

Participation Policy

The class sessions are designed with you in mind. Please plan to attend each of them and to participate actively in the problem solving activities. You will complete several in-class assignments that will count toward your grade. You will work in cooperative teams throughout the semester. You will be graded on your participation in these groups. It is important to share your experiences and insights. If you are absent you will not be able to make up the missed work. In the case of university excused absences speak to the professor.

Attendance Policy

Students are expected to attend each class. *At the discretion of the instructor, the student's final grade may be lowered if the student has excessive non-university excused absences or tardies.* This will be done on a case-by-case basis. It is the student's responsibility for documenting any university excused

done on a case-by-case basis. It is the student's responsibility for documenting any university-excused absences. University excused absences will not count against a student. Emailing the instructor beforehand to tell them you will be absent will not be considered a university-excused absence.

Assignments

Assignment Descriptions

RTI: (Part 1) AN OVERVIEW

Jan**21**

Due: Saturday, Jan 21 at 11:59 pm

Teacher candidates will complete the IRIS online modules and submit answers to the **assessment** and **wrap-up questions** at the end of the Assessment section of the module. To begin each module access <http://iris.peabody.vanderbilt.edu/>

1. Click on "Resources" then "IRIS Resource Locator"
2. In the topics column click on "RTI (Includes Early Intervening)"
3. Click on "Modules"
4. Then click on "RTI (Part 1) An Overview."

Work through each phase of the module (from the Challenge through the Wrap up). Submit your responses for the **Assessment Questions and Wrap-Up Sections**. Answers should be thorough and put in your own words. We are looking for individual application and personalization of the information. Points will be awarded accordingly. The module is worth 10 points.

Direct Link: <https://iris.peabody.vanderbilt.edu/module/rti01/>

Chapter 3 Study Notes

Jan**26**

Due: Thursday, Jan 26 at 11:59 pm

As you read chapter 3, take notes (can be numbered, bullet points, etc.) and submit them via LS. These notes should be in depth enough that someone who had not read the chapter could get a well-rounded understanding of the chapter from reading your notes. **(5 points)**

Chapter 4 Quiz

Feb**02**

Due: Thursday, Feb 02 at 9:00 am

Chapter 1 Quiz

Feb**02**

Due: Thursday, Feb 02 at 9:00 am

Chapter 5 Study Notes

Feb**02**

Due: Thursday, Feb 02 at 11:59 pm

As you read chapter 5, take notes (can be numbered, bullet points, etc.) and submit them via LS. These notes should be in depth enough that someone who had not read the chapter could get a well-rounded understanding of the chapter from reading your notes. **(5 points)**

Chapter 10 Quiz

Feb

09

Due: Thursday, Feb 09 at 9:00 am

Chapter 6 Quiz

Feb

16

Due: Thursday, Feb 16 at 9:00 am

Disability Presentations

Feb

16

Due: Thursday, Feb 16 at 11:00 am

Disability Presentations

Co-Teaching partners will present on their assigned disability category to the class.

Presentation Requirements (5-8 minutes in-class presentation)

1. Visit (<https://docs.google.com/spreadsheets/d/1TDNQmpmXhRRVoGKZEqAimKqr4lIfWuzeTUWc9HhvxTY/edit#gid=0>) this Google Doc (<https://docs.google.com/spreadsheets/d/1Jkj3XCMpuH4x-RVARLBA1tUV4DwuMeYKRpySXoL8Hhk/edit?usp=sharing>) to sign up to present on one of the 13 IDEA disability categories
2. Download and fill out the attached template with your partner: Co-Teaching Template.doc [Download \(https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=82bd2804-UmuM-LCdx-Ft1m-0dfcd78e2243&pubhash=LxFlbqop0udv6CQaR4OCUqzNxREleGmV8J4dlaoUma7-fdx4yBdte8YfgyPw7ytpECSz4iwSlmQVLz6zdaC9XQ==\)](https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=82bd2804-UmuM-LCdx-Ft1m-0dfcd78e2243&pubhash=LxFlbqop0udv6CQaR4OCUqzNxREleGmV8J4dlaoUma7-fdx4yBdte8YfgyPw7ytpECSz4iwSlmQVLz6zdaC9XQ==)
3. Your 5-8 min. presentation should include:
 - a. Brief information about the disability category as a whole.
 - The content from this section must be drawn from this course's textbooks or off the approved websites: Co-Teaching Disability Websites.docx [Download \(plugins/Upload/fileDownload.php?fileId=fde43550-AEXM-WcR7-Qqu0-HHedac030614&pubhash=CtgaslQ6uwYpURG2XUYWvrjKjVM0x6YlhF4WnK0uxKP312XbJ4-akDG3aozt3LNYbuPsD09IN6XShFQ2HGpNUQ==\)](https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=fde43550-AEXM-WcR7-Qqu0-HHedac030614&pubhash=CtgaslQ6uwYpURG2XUYWvrjKjVM0x6YlhF4WnK0uxKP312XbJ4-akDG3aozt3LNYbuPsD09IN6XShFQ2HGpNUQ==)
 - b. If your category covers more than one condition, choose ONE to expand on. Provide specific about the condition (Ex: causes, stereotypical symptoms/traits, etc).
 - c. Provide suggestions, techniques, and/or accommodations and modifications for teaching students with this condition.
 - d. Demonstrate to the class a specific accommodation that could be used to teach a student wi

this disability (e.g., multisensory learning, graphic organizer, a mnemonic device, etc.)

4. Create a handout for the class with the above information outlined for quick reference later.
 - Upload the handout to the Digital Dialogue so that your peers can access and download the information for later reference. AND upload it in learning suite so that I can access it as well.
5. Involve the class in the presentation (e.g., questions, guided notes, choral responding, brief activity).

The presentations will be graded with the attached rubric: Disability Presentation Grading Rubric.docx [Download \(https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=58e22fc4-PfB1-hhkc-gRsK-Pf30865f8e22&pubhash=FOmWuoEnLSOBWQvtuQUIY4GUIWqZDTxvCcvoR1UEjPn5X8ItC6Lzv8MaDI5g10OCRWt\)](https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=58e22fc4-PfB1-hhkc-gRsK-Pf30865f8e22&pubhash=FOmWuoEnLSOBWQvtuQUIY4GUIWqZDTxvCcvoR1UEjPn5X8ItC6Lzv8MaDI5g10OCRWt)

Disability Presentations (copy)

Feb
23

Due: Thursday, Feb 23 at 11:00 am

Disability Presentations

Co-Teaching partners will present on their assigned disability category to the class.
Presentation Requirements (5-8 minutes in-class presentation)

1. Visit [this Google Doc \(https://docs.google.com/spreadsheets/d/1TDNQmpmXhRRVoGKZEgAimKqr4llfWuzeTUWc9HhvXTY/edit#gid=0\)](https://docs.google.com/spreadsheets/d/1TDNQmpmXhRRVoGKZEgAimKqr4llfWuzeTUWc9HhvXTY/edit#gid=0) to sign up to present on one of the 13 IDEA disability categories
2. Download and fill out the attached template with your partner: Co-Teaching Template.doc [Download \(https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=82bd2804-UmuM-LCdx-Ft1m-0dfcd78e2243&pubhash=LxFlbqop0udv6CQaR4OCUqzNxREleGmV8J4dlaoUma7-fdx4yBdte8YfgyPw7ytpECSz4iwSlmQVLz6zdaC9XQ==\)](https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=82bd2804-UmuM-LCdx-Ft1m-0dfcd78e2243&pubhash=LxFlbqop0udv6CQaR4OCUqzNxREleGmV8J4dlaoUma7-fdx4yBdte8YfgyPw7ytpECSz4iwSlmQVLz6zdaC9XQ==)
3. Your 5-8 min. presentation should include:
 - a. Brief information about the disability category as a whole.
 - The content from this section must be drawn from this course's textbooks or off the approved websites: Co-Teaching Disability Websites.docx [Download \(plugins/Upload/fileDownload.php?fileId=fde43550-AEXM-WcR7-Qqu0-HHedac030614&pubhash=CtgaslQ6uwYpURG2XUYWVrjKjVM0x6YlhF4WnK0uxKP312Xbj4-akDg3aozt3LNYbuPsD09IN6XShFQ2HGpNUQ==\)](https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=fde43550-AEXM-WcR7-Qqu0-HHedac030614&pubhash=CtgaslQ6uwYpURG2XUYWVrjKjVM0x6YlhF4WnK0uxKP312Xbj4-akDg3aozt3LNYbuPsD09IN6XShFQ2HGpNUQ==)
 - b. If your category covers more than one condition, choose ONE to expand on. Provide specific about the condition (Ex: causes, stereotypical symptoms/traits, etc).
 - c. Provide suggestions, techniques, and/or accommodations and modifications for teaching students with this condition.
 - d. Demonstrate to the class a specific accommodation that could be used to teach a student with this disability (e.g., multisensory learning, graphic organizer, a mnemonic device, etc.)

4. Create a handout for the class with the above information outlined for quick reference later.
 - Upload the handout to the Digital Dialogue so that your peers can access and download the information for later reference. AND upload it in learning suite so that I can access it as well.
5. Involve the class in the presentation (e.g., questions, guided notes, choral responding, brief activity).

The presentations will be graded with the attached rubric: Disability Presentation Grading Rubric.docx [Download \(https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=58e22fc4-PfB1-hhkc-gRsK-Pf30865f8e22&pubhash=F0mWuoEnLSOBWQvtuQUIY4GUIWqZDTxvCcvoR1UEjPn5X8ItC6Lzv8MaDI5g10OCRW/\)](https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=58e22fc4-PfB1-hhkc-gRsK-Pf30865f8e22&pubhash=F0mWuoEnLSOBWQvtuQUIY4GUIWqZDTxvCcvoR1UEjPn5X8ItC6Lzv8MaDI5g10OCRW/)

Chapter 14 Study Notes

Feb 23 Due: Thursday, Feb 23 at 11:59 pm

As you read chapter 14, takes notes (can be numbered, bullet points, etc.) and submit them via LS. These notes should be in depth enough that someone who had not read the chapter could get a well-rounded understanding of the chapter from reading your notes. **(5 points)**

Chapter 11 Quiz

Mar 02 Due: Thursday, Mar 02 at 9:00 am

Chapter 9 Study Notes

Mar 09 Due: Thursday, Mar 09 at 11:59 pm

As you read chapter 9, takes notes (can be numbered, bullet points, etc.) and submit them via LS. These notes should be in depth enough that someone who had not read the chapter could get a well-rounded understanding of the chapter from reading your notes. **(5 points)**

Extra Credit: McKay Lecture: Bro Corbitt

Mar 11 Due: Saturday, Mar 11 at 11:59 pm

You can receive 5 points extra credit if you attend the McKay School lecture by Brother Ahmad S. Corbitt on Thursday March 9th, 2023 at 11:00 am at the Varsity Theater, WSC. Submit a 1 page reflection on how you can implement Brother Corbitt's words in your practice as a special education teacher.

Chapter 13 Quiz

Mar _____

16

Due: Thursday, Mar 16 at 9:00 am

Chapter 7 Quiz

Mar**23**

Due: Thursday, Mar 23 at 9:00 am

Church Accommodation Assignment

Mar**30**

Due: Thursday, Mar 30 at 11:59 pm

Please select one of the two case studies below, and write a one 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 overstimulated 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 kids 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

LDS Disability Resources: <https://www.lds.org/topics/disability?lang=eng>

LDS Disability Resources: <http://www.lds.org/topics/disability?lang=eng>

Members with disabilities: <http://www.lds.org/handbook/handbook-2-administering-the-church/select-church-policies?lang=eng#21.1.26>

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/2012/0>

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>

Teaching, No Greater Call: <https://www.lds.org/manual/teaching-no-greater-call-a-resource-guide-for-gospel-teaching?lang=eng>

Final: Teaching UDL Lesson

Apr
13

Due: Thursday, Apr 13 at 11:00 am

Teaching a Universal Design for Learning Lesson

(Work in groups of 3-4)

Utah Effective Teaching Standard 7: The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.

Purpose: Universal Design for Learning is a teaching method that encourages a teacher to consider various learning needs in their classroom and address those needs by offering multiple ways to present content, engage in content, and all students multiple ways to express their learning. By planning for students' needs, they develop teaching and learning strategies that benefit all students.

On this assignment you will:

1. **Work with your partners** to design and teach a **10-15 minute** UDL lesson to the class.
 - Go to <https://www.uen.org/core/> (<https://www.uen.org/core/>) and select one core standard you are going to teach.
 - Go to the [UDL Cast website](https://udlguidelines.cast.org/?utm_source=castsite&utm_medium=web&utm_campaign=none&utm_content=aboutudl&utm_gl=1*mg8wkk*_ga*MTA4NDMxMjk1OC4xNjc4Mzc2NjE3*_ga_C7LXP5M74W*MTY3OTLbH08sqllmcx4O7IEbsjYXcdm8blDg0MFX_sTMtYRy2jtyuCSgFDwj-VBrZA==) (https://udlguidelines.cast.org/?utm_source=castsite&utm_medium=web&utm_campaign=none&utm_content=aboutudl&utm_gl=1*mg8wkk*_ga*MTA4NDMxMjk1OC4xNjc4Mzc2NjE3*_ga_C7LXP5M74W*MTY3OTLbH08sqllmcx4O7IEbsjYXcdm8blDg0MFX_sTMtYRy2jtyuCSgFDwj-VBrZA==)
 - Read Isabel and James' case studies and IEPs:
 - CPSE 300 James Anderson Case Study.docx [Download \(plugins/Upload/fileDownload.php?fileId=c8c857c2-RRZB-2oVH-wXQd-t08140e56535&pubhash=os9ZgGKN37WNjemBPgR5Z74_QX-bH08sqllmcx4O7IEbsjYXcdm8blDg0MFX_sTMtYRy2jtyuCSgFDwj-VBrZA==\)](#) CPSE Isabel Rojas Case Study.docx [Download \(plugins/Upload/fileDownload.php?fileId=b1706b1a-REVIiflA-kNM6-R93f0b26ccf4&pubhash=QQFqZts0vA1MeyjFtBm5w-7NuQclKExjeP0vdV3G5bLhQ8D7w8RspSwsjUvnHHb8NKv_JbtPsVelcEJITuq6zA==\)](#)
 - Use the UEN and UDL Cast websites to fill out the following Universal Design Lesson template. *Be sure to make a plan for how you are going to accommodate Isabel and James in your lesson:* CPSE 300 UDL Lesson Plan Template.docx [Download \(plugins/Upload/fileDownload.php?fileId=f45f75b4-SEVo-h7Rn-fPn7-IFf7375a0adb&](#)

[pubhash=vsrcCC6lxOfvptrm9Ys0spyzi3maXtMypQnQ8sPxqwp1P4QLUHwZyXL7hHHw0Qr](https://docs.google.com/spreadsheets/d/1uUTaXLTWMAonBXixoYOHNR5Sgjr-ydQzHm1Y_h7WBc/edit?usp=sharing)

2. Use the Google doc to sign up with your group.

- https://docs.google.com/spreadsheets/d/1uUTaXLTWMAonBXixoYOHNR5Sgjr-ydQzHm1Y_h7WBc/edit?usp=sharing (https://docs.google.com/spreadsheets/d/1uUTaXLTWMAonBXixoYOHNR5Sgjr-ydQzHm1Y_h7WBc/edit?usp=sharing)

3. Make a plan to teach your lesson to the class.

- Divide up your responsibilities including teaching, preparing materials etc... Make sure that everyone in your group has an equal role in directing parts of your lesson.

4. Turn in a Peer Evaluation Form for Group Work to evaluate each member of your group:

- BLANK PeerEval-GroupWork.docx [Download \(plugins/Upload/fileDownload.php?fileId=42c6cb17-mBga-qOnJ-Dn7R-I747a38c996c&pubhash=Dih87pkgb6bYbAJsbUGJovfFIDLnUmlVS5vnYHB6RN409pVr4ER5nLv4H-oq3xCnQmkTwBqoOID0csVZESnV0w==\)](#)

*Here is the rubric as a reference to know what I'm looking for:

CPSE 300 Group Teaching UDL Lesson Rubric.docx [Download \(plugins/Upload/fileDownload.php?fileId=ba58511e-cgAw-Nbkw-xWwt-C1e116e02043&pubhash=JiALrIhYtPjgvYiVwBEcVfbbO4DImbP81KdU-L6oMJWe93vXsrSgF7E32MB97epczFwiYkCrOPd63jDOpa-g==\)](#)

Volunteer Experience: PBIS Assignment

Apr
19

Due: Wednesday, Apr 19 at 11:59 pm

During the course of your volunteer hours in an elementary school with students with disabilities, you will practice an evidence-based practice for classroom management—Positive Behavior Interventions and Support. (PBIS). You will select ONE of the assignments below. Be sure to choose the assignment early on in your volunteer hours so that you have enough time to complete it.

Download the PBIS document for detailed instructions on each project. Remember, you only need to choose ONE of the two options.

PBIS Assignment_Praise.docx [Download \(plugins/Upload/fileDownload.php?fileId=c7c4280a-bLPz-hlfR-eef4-st21aef27e9e&pubhash=_MQ2OyEyOmqrX64sbHQGoUffpNIQXxcppqZaQW1XTPJz8-ulHv0rQA4dFdujJtjx3ZpsVr-prwfbK96LqjfCog==\)](#)

Attendance and participation

Apr
19

Due: Wednesday, Apr 19 at 11:59 pm

Points are based on attendance (including being on time and staying for the entire class), participation in class activities and discussions, and active attention during class.

Volunteer Experience Log

Volunteer Experience Log

Apr

19

You will be required to complete a total of 10 volunteer experience hours with children with disabilities. At least 6 of the 10 hours **must** be spent at an elementary school assisting a general education or special education teacher by working with students with a disability (either one student or a small group of students). All 10 of the hours can be spent in a school setting or you can spend up to 4 of the 10 hours with people with disabilities in other ways. You can use your discretion with these hours, but the 6 hours must be spent **in person** with an elementary school-age child with a disability. The following organizations are always looking for volunteers:

- Best Buddies (<https://yserve.byu.edu/best-buddies> (<https://yserve.byu.edu/best-buddies>))
- Gym Kids (Adaptive Aquatics) (<https://yserve.byu.edu/adaptive-aquatics-and-gym-kids> (<https://yserve.byu.edu/adaptive-aquatics-and-gym-kids>))
- Kids on the Move - Respite Care (<https://kotm.org/volunteers/> (<https://kotm.org/volunteers/>) or <https://yserve.byu.edu/kids-on-the-move> (<https://yserve.byu.edu/kids-on-the-move>))
- Sibshops of Utah County (<http://sibshopsofutahcounty.blogspot.com> (<http://sibshopsofutahcounty.blogspot.com/>))

You must keep an hourly log of what activities you assisted with. Each hour should be accounted for (you should therefore have 10 entries). Include the following in your log:

- the location, date, and time you volunteered
- pseudonyms for individuals you worked with
- the activity you and the individual did together

*Download this log to record your experiences. Please upload a **DIGITAL** copy of the log to Learning Suite!*

Volunteer Experience Log.docx [Download \(plugins/Upload/fileDownload.php?fileId=a1442a3a-BpUi-DBGa-jawd-e1536d506262&pubhash=tl_3zjDpsnXFQMmzrpr1ckwG88JDELSa-fsBEGb8td4UYO-ePgpSRYZJPIFBOglitbSEjZiwVobbg2lOqtP3dw==\)](#)

Volunteer Experience Written Report

Apr

19

Due: Wednesday, Apr 19 at 11:59 pm

After you have completed all 10 of your volunteer experience hours, write a report reflecting on your experience answering the questions below.

*Format: double spaced, Times New Roman, 12 pt font, 1 inch margins. Page length will not be graded, but if you answer each question thoroughly it should be *at least* a page long, probably more. Please proofread before submitting. **Be specific.**

1. Describe your moral/ethical and legal responsibilities for educating students with disabilities (consider the 6 components of IDEA). **(5 points)**
2. Analyze your response to working with students with learning problems during your field experience--provide specific examples of how you felt or how you interacted with the student(s).

(5 points)

3. Discuss how your feelings influenced your teaching. **(5 points)**
4. Describe how the knowledge you have acquired, and your experience working with your students has shaped your perception of disability. **(5 points)**
5. Quality and depth of report **(5pts)**
 - **Far exceeds expectations (5pts)**
 - **Exceeds expectations (4pts)**
 - **Meets expectations (3pts)**
 - **Meets some expectations (2pts)**
 - **Does not meet expectations (1pts)**

Volunteer Experience Contract Sheet & Confidentiality Agreement

Apr
19

Due: Wednesday, Apr 19 at 11:59 pm

You will be required to complete a total of 10 volunteer hours with children with disabilities. At least 6 of those hours must be spent at an elementary school assisting a general education or special education teacher by working with students with a disability (either one student or a small group of students). You are responsible for securing your volunteer hours. Most elementary schools in the surrounding districts are desperate for help in their special education classrooms and jump at the chance for volunteers (Provo Peaks Elm is always looking for people). You can call the main office of most surrounding elementary schools and tell them that you are a BYU student looking for volunteer hours with students with disabilities as part of an education course.

Once you secure a place in a classroom, give the teacher letter (below) to your Cooperating Teacher. Give them more information about the field experience. Make sure you and the cooperating teacher complete and sign the contract and confidentiality form. Submit them as pictures or digital copies on the learning suite. *DO NOT turn in HEIC files. Learning Suite cannot read them.

- Teacher Letter.docx [Download \(plugins/Upload/fileDownload.php?fileId=310cf06a-CQSO-j7BD-MQI5-K8804a5b91f7&pubhash=q1PPcqhxi5EpVnjDI0rVi1otJzYjtW9wF0zaO5sM68FgDimSjcV3lg4bDHU3T2XGC_2Bp7-z3QVmyFg==\)](#)
- Confidentiality Agreement.pdf [Download \(plugins/Upload/fileDownload.php?fileId=07e5daf0-5a5b-xVGO-emJm-4vd127755b0a&pubhash=0JkE8c5GjC53yy1QPjeI7ZL9saZg0tUssa1v4IoWb15NmB6lSEfABhvwYkEeS1vqBYlyp\)](#)
- Volunteer Hours - Contract Sheet.pdf [Download \(plugins/Upload/fileDownload.php?fileId=1f2d093a-RDKq-Z4JP-cw9X-JTf7cc03591c&pubhash=HXSV4h62emEaT65Ng8XWIK0UzWoMKSDQbHD50hU5IHDKeEKA64MfA3TzGW3IW\)](#)

University Policies**Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of the 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

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

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 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.

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 perspective 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.

Mental Health

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 visit <http://help.byu.edu> (<http://help.byu.edu>).

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 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 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

about members of the LTR 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	Today's Lecture Topic:	Due Today:	In preparation for next class:
Week 1			
M Jan 09 Monday			
Th Jan 12 Thursday	<p>Introduction to Course</p> <p>What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)</p>	<p>Chapter 10 Quiz Opens</p> <p>Chapter 1 Quiz Opens</p> <p>Chapter 11 Quiz Opens</p> <p>Chapter 13 Quiz Opens</p> <p>Chapter 7 Quiz Opens</p> <p>Chapter 4 Quiz Opens</p> <p>Chapter 6 Quiz Opens</p>	
Week 2			
Th Jan 19 Thursday	<p>Carrie at CEC Conference--NO CLASS!</p> <p>Use class time to complete IRIS RTI Module</p>		Read Chapters 1 & 3 and complete Chap1 quiz and Chap 3 Study Notes
Sa Jan 21 Saturday		RTI: (Part 1) AN OVERVIEW	
Week 3			

Th Jan 26 Thursday	<p>Lecture Topic: Special Ed Law</p> <p>What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)</p>	<p>Chapter 3 Study Notes</p>	<p>Read Chapters 4 & 5 and complete Chap 4 quiz and Chap 5 study notes</p>
Week 4			
Th Feb 02 Thursday	<p>Lecture Topic: Individualized Education Programs (IEP)</p> <p>What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)</p>	<p>Chapter 4 Quiz Closes Chapter 5 Study Notes Chapter 1 Quiz Closes</p>	<p>Read Chapter 10 and complete Chap 10 Quiz</p>
Week 5			
Th Feb 09 Thursday	<p>Lecture Topics: Universal Design for Learning</p> <p>How do I choose appropriate strategies, accommodations, resources, materials, sequencing, technical tools and demonstration of learning that addresses students specific needs? (UETS Standard #6 and #7)</p>	<p>Chapter 10 Quiz Closes</p>	<p>Read Chapter 6 and complete the Chapter 6 quiz</p>
Week 6			

Th Feb 16 Thursday	<p>Lecture Topic: High Incidence Disabilities</p> <p>How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)</p>	<p>Chapter 6 Quiz Closes Disability Presentations</p>	<p>Read Chapter 14 and complete Ch. 14 Study Notes</p>
Week 7			
Th Feb 23 Thursday	<p>Lecture Topic: Low Incidence Disabilities</p> <p>How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)</p>	<p>Chapter 14 Study Notes Disability Presentations (copy)</p>	<p>Read Chapter 11 and complete Chap 11 quiz</p>
Week 8			
Th Mar 02 Thursday	<p>Lecture Topic: Classroom Management</p> <p>How do I use classroom management strategies that allow me to maintain a positive learning environment for all students (UETS Standard #3)</p> <p>How do I create an environment that maximizes the potential of students with disabilities while maintaining appropriate expectations for all students? (UETS Standard #2, #3)</p> <ul style="list-style-type: none"> • Social/Behavioral Accommodations • Praise Note Assignment 	<p>Chapter 11 Quiz Closes</p>	<p>Read Chapter 9 and complete chap 9 Study Notes</p>

Week 9			
Th Mar 09 Thursday	<p>Lecture Topics: Universal Design for Learning</p> <p>How do I choose appropriate strategies, accommodations, resources, materials, sequencing, technical tools and demonstration of learning that addresses students specific needs? (UETS Standard #6 and #7)</p>	Chapter 9 Study Notes	Read Chapter 13 and complete Chap 13 quiz
Sa Mar 11 Saturday		Extra Credit: McKay Lecture: Bro Corbitt	
Week 10			
Th Mar 16 Thursday	<p>Lecture Topic: Accommodations and Modifications</p> <p>How to I use data to assess the effectiveness of instruction and to make adjustments in planning and instruction? (UETS Standard #5)</p> <p>Accommodations for Content areas</p>	Chapter 13 Quiz Closes	Read Chapter 7 and complete Chap 7 quiz
Week 11			

Th Mar 23 Thursday	<p>Lecture Topic: Accommodations and Modifications</p> <p>How to I use data to assess the effectiveness of instruction and to make adjustments in planning and instruction? (UETS Standard #5)</p>	<p>Chapter 7 Quiz Closes</p>	<p>Work on completing the following upcoming assignments:</p> <ul style="list-style-type: none"> • Church Accommodations Assignment • Field Experience Praise Notes Assignment • Field Experience Contract Sheet & Confidentiality Agreement • Field Experience Written Report • Field Experience Hour Log • Final: Teaching UDL Lesson
Week 12			
Th Mar 30 Thursday	<p>Lecture Topic: PLC: Supplementary and Intensive Instruction</p> <p>How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)</p> <p>Reading Instruction for Individuals with Disabilities</p> <p>Math Instruction for Individuals with Disabilities</p>	<p>Church Accommodation Assignment</p>	
Week 13			

Th Apr 06 Thursday	Impact on the family/collaborative strategies		
Week 14			
Th Apr 13 Thursday	Last Day of Class! Class Presentations	Final: Teaching UDL Lesson	
Week 15			
W Apr 19 Wednesday	Last Day of Class	Volunteer Experience Contract Sheet & Confidentiality Agreement Volunteer Experience: PBIS Assignment Volunteer Experience Written Report Volunteer Experience Log	
Th Apr 20 Thursday	Exam Preparation Day		