

Instructor/TA Info

Instructor Information

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Course Information

Description

Basic principles and legislative issues in effectively communicating and collaborating with professionals, parents, and other service providers to meet needs of individuals with disabilities in inclusive educational environments.



Time working with a student with disabilities is required.

Grading Policy

All assignments are to be submitted at the **beginning** of class on the due date. Late assignments will receive up to 50% credit if submitted by the following class period. Beyond one class period there will be no credit.

According to University Policy, assignments will not be accepted after the last day of semester classes.

Materials

Item	Price (new)	Price (used)
 <u>What Every Teacher Should Know About Adaptations...</u> - Required by Carter, N	24.99	18.75
 <u>Teaching in Today's Inclusive Classrooms 3E</u> - Required by Gargiulo, R	150.00	112.50

Grading Scale

Grades	Percent
A	95%
A-	91%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Learning Outcomes

Learning Difficulties and Accommodations

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.

Participation Policy

This course is designed to be an exploration of teaching exceptional children. It is comprised of many learning activities and assignments, which help to facilitate knowledge and skill development for class members. Points are earned by being in each class and participating in the activities and discussions along with classmates. It is important that we create a respectful and congenial atmosphere so that all feel safe and comfortable.

Points will be deducted from the final score if you do not attend all of the final presentations.

Access to Internet sites during class time is an important part of our learning activities. Please make sure you can access large databases with the technology that you bring to class.

Attendance Policy

Successful students attend all classes. They arrive on time and stay until class is dismissed. Points are earned by being in each class and participating in the activities and discussions. If you need to miss a class please notify the instructor.

Assignments due that day should still be submitted before class begins in order to be eligible to earn maximum points.

Assignments

Assignment Descriptions

Person First Language

Jan
06

Due: Thursday, Jan 06 at 11:59 pm

This is an in-class learning activity. You will submit a three-paragraph essay.

The first paragraph will be a summary of the opinion presented by Jim Sinclair in the article, Why I Dislike "Person-First" Language found at:

<https://autismmythbusters.com/general-public/autistic-vs-people-with-autism/jim-sinclair-why-i-dislike-person-first-language/> (<http://autismmythbusters.com/general-public/autistic-vs-people-with-autism/jim-sinclair-why-i-dislike-person-first-language/>)

The second paragraph will be a summary of the opinion presented by Kathie Snow, A Few Words About People First Language found at:

http://tinymiracleslearning.com/yahoo_site_admin/assets/docs/People_first_Language.7691708.pdf (http://tinymiracleslearning.com/yahoo_site_admin/assets/docs/People_first_Language.7691708.pdf)

The final paragraph will be a summary of your own thoughts about "person-first" language.

Submit through Learning Suite by the end of class.

Chapter 3 Study Guide

Jan
13

Due: Thursday, Jan 13 at 11:59 pm

As you read chapter 3 in Special Ed Foundation: Teaching in Today's Classrooms, 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)**

Disability Awareness Assignment

Jan
20

Due: Thursday, Jan 20 at 11:59 pm

Complete ONE of the following (you choose):

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

Analysis of Personal History

Summary of your inquiry

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

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

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

Provide a concise, clear summary of how you went about your inquiry **including** dates, times, persons interviewed or interacted with, methods for inquiry, questions asked, and what you learned. **(5 points)**

Reflection

Provide a well-developed reflection on your inquiry and analysis of your findings. **(10 points)**

1. Describe your emotional, intellectual and behavioral responses to the exercise. How did the interview make you feel? What did it make you think? What did you want to do after conducting this interview?
2. What has been discussed in class that ties into what you learned in the interview? Make direct reference to how you have integrated new understandings and made connections with class lectures, discussions, readings, and in-class activities.
3. What did you learn about individuals with exceptionalities or cultural/personal response from completing this exercise?
4. How do others in your family view this person with a disability? What is your perception of disabilities? **(2 point/bullet point)**

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. Times New Roman, 12 pt font, 1 inch margins, double-spaced.

Analysis of Personal Interaction with an Individual with Disabilities

Summary of Interaction

Provide a summary of an interaction with an individual with disabilities that you engaged in or observed. This interaction should have occurred within the last year. Provide information about when and where the interaction took place, who was involved in the interaction, and what happened. Describe the person with a disability that the interaction revolved around. Please use first names only or pseudonyms to protect the confidentiality of those involved.

Reflection/analysis of personal interaction

Describe your initial response to the interaction, and then dig deeper. Reflect on your own personal response to the interaction. What assumptions were challenged? What did you learn from the interaction? Consider how this interaction compares and contrasts with what you are learning about individuals with disabilities.

1. Describe your emotional, intellectual and behavioral responses to the interaction. How did this interaction make you feel? What did it make you think? What did you want to do after this interaction?
2. What has been discussed in class that ties into what you experienced in this interaction and the comments you've made? What was your personal reaction to the interaction or connections you made with what you've experienced or learned?
3. Do you think people would have a more positive attitude about people with exceptionalities if they interacted with this individual? If so, explain why? What negative attitudes or beliefs about people with disabilities do you think might be subtly or not so subtly reinforced?
4. What did you learn about individuals with exceptionalities from this interaction? What is your perception of disabilities?
5. Did you notice other peoples' reactions to this person? What were their perceptions of this person with a disability? **(3 points/bullet point)**

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. Times New Roman, 12 pt font, 1 inch margins, double-spaced.

Analysis of Children's Literature*

*For this assignment, a list of children's literature that includes characters with disabilities can be found under content. Please review one of the books on the list provided.

Summary of Analysis

The purpose of this assignment is to analyze how individuals with disabilities are portrayed in children's literature. Read the book and briefly summarize the plot. Using what you are learning about specific disabling conditions, analyze whether the information presented is correct. Reflect on how this book impacts your perception of disabilities and determine if this book would be appropriate for a disability awareness lesson in your classroom.

Analysis

Your analysis should include the following:

1. The title and author of the book.
2. A brief summary of the book. **(3 points)**
3. Describe your emotional, intellectual, and behavioral responses to the book. How did this book make you feel? What did it make you think? Did the book motivate you to do anything? **(3 points)**
4. Analyze whether the information presented about the disabling condition is accurate. Be specific in providing examples from the book and comparing the information in the book with information available about the disabling condition. **(3 points)**
5. Discuss how this book would influence children's perceptions of disability. **(3 points)**
6. Describe how you would use this book to teach about disabilities. Would you use this book in your class? If you would, explain why. If not, explain your reasons for not using the book. **(3 points)**

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. Times New Roman, 12 pt font, 1 inch margins, double-spaced.

Chapter 4 Quiz

Jan
20

Due: Thursday, Jan 20 at 11:59 pm

Teaching in Today's Inclusive Classrooms Chapter 4 Quiz All quizzes are closed book, but you may use your own personal notes.

Chapter 1 Quiz

Jan
22

Due: Saturday, Jan 22 at 11:59 pm

Teaching in Today's Inclusive Classrooms 1 Quiz All quizzes are closed book, but you may use your own personal notes.

Disability Presentations

Feb
03

Due: Thursday, Feb 03 at 11:59 pm

Students will be assigned to make class presentations. Depending upon the number of students enrolled in the section, either each student will sign up to present information about a specific disability, or 2 students will work together to prepare a presentation.

Presentation Requirements (5 minutes)

1. Briefly provide information about the disabling condition.
2. Describe the eligibility assessment process for the disability
3. Provide general suggestions for teaching students with this condition.
4. Demonstrate a specific accommodation (e.g., multisensory learning, graphic organizer, mnemonic device, etc.)
5. Create a handout for the class.
6. Involve the class in the presentation (e.g., questions, guided notes, choral responding, brief activity).

Disabling condition

Disabling condition _____

Date _____

Name(s) _____

Disability:

- 0 1 2 Briefly provide information about the disabling condition.
0 1 2 Briefly describe eligibility assessment for the disability
0 1 2 Provide general suggestions for teaching students with this condition.
0 1 2 Demonstrate a specific accommodation (e.g., multisensory learning, graphic organizer, mnemonic device, etc.)
0 1 2 Create a handout for the class.
0 1 2 Involve the class in the presentation (e.g., questions, guided notes, choral responding, brief activity).
0 – Not included in the presentation
1 – Included in the presentation
2 – Included in the presentation – well developed or demonstrated

Comments:

RTI: (Part 1) AN OVERVIEW

Feb

03

Due: Thursday, Feb 03 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/> (<http://iris.peabody.vanderbilt.edu/module/rti01/>)

Chapter 5 Quiz

Feb

03

Due: Thursday, Feb 03 at 11:59 pm

Teaching in Today's Inclusive Classrooms Chapter 5 Quiz All quizzes are closed book, but you may use your own personal notes.

Chapter 8 Study Guide

Feb

05

Due: Saturday, Feb 05 at 11:59 pm

As you read chapter 8 of Teaching in Today's Inclusive Classroom, 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 2 Quiz

Feb

10

Due: Thursday, Feb 10 at 11:59 pm

Teaching in Today's Inclusive Classrooms Chapter 2 Quiz All quizzes are closed book, but you may use your own personal notes.

Practicum Contract Sheet

Feb

17

Due: Thursday, Feb 17 at 11:59 pm

Give the attached letter to your Cooperating Teacher and have the **contract and confidentiality form completed and**

signed (5 points).

Upload a copy.

- Teacher Letter.docx [Download \(plugins/Upload/fileDownload.php?fileId=821f43f0-1smF-PZMw-ZFdO-hz31c3fef972&pubhash=TBMRyaasscuWhDeou_DbJT6TgrwFIYF3wxnjgippMjxqlT4pDZHxDr_-slxLVKz18dqSTfXCxpNOFJgbl043GA==\)](#)
- Confidentiality Agreement.pdf [Download \(plugins/Upload/fileDownload.php?fileId=c525a287-5leO-LJfr-KBvr-oq7aeaabe4ee&pubhash=lf3ZtK6gkcFRsg01da7EHM8HSrp81fZpuWIZMJsiSRzHT7LaYTYEw9yBtq78eAk49CUmH1zvPvPYSs2pMoGaFQ==\)](#)
- Field Assignment #1 - Contract Sheet.pdf [Download \(plugins/Upload/fileDownload.php?fileId=0b5184fb-W1vJ-wZze-Fgon-Xnaf4affd3cd&pubhash=cUwFs1ImkQJnp75LCAkwQCJp7fXqMPslwD5nDnHre38O2ye-5qjTDupb7hV6fRo_efxmLM2vahKfrmEbCdKNVw==\)](#)

Below is a list of teachers expressing a willingness to have BYU students in their classroom/school to observe and to work with students. Permission from their principals has been obtained.

Haley Staten, Edgemont (M/M) - haleys@provo.edu
Heidi Rasmussen, Provo Peaks (Severe) - heidir@provo.edu
Chloe Astle, Provo Peaks (Severe)- chloea@provo.edu
Emily Van Valkenburg, Provo Peaks (severe) - emilyv@provo.edu
Jeannie Zwahlen, Provo Peaks (severe) - jeanniez@provo.edu
Kathryn Hilton, Provo Peaks (severe) - kathrynh@provo.edu
Amelia Spencer, Provost (M/M) - amelias@provo.edu
Julie Martin, Rock Canyon (M/M) - juliem@provo.edu
Ann Velasco (PPKS, severe) annk@provo.edu
Annabelle Davis Dixon Middle School

Chapter 10 Quiz

Feb
17

Due: Thursday, Feb 17 at 11:59 pm

Teaching in Today's Inclusive Classrooms Chapter 10 Quiz All quizzes are closed book, but you may use your own personal notes.

Behavior Management - SOS: HELPING STUDENTS BECOME INDEPENDENT LEARNERS

Feb
17

Due: Thursday, Feb 17 at 11:59 pm

Teacher candidates will complete the IRIS online module and submit answers to the assessment and wrap up questions near the end of the module. To begin the module access <http://iris.peabody.vanderbilt.edu/>,

1. Click on "Resources" then "IRIS Resource Locator"
2. In the topics column click on "Behavior and Classroom Management"
3. Click on "Modules"
4. Then click on "SOS: Helping Students Become Independent Learners."

Work through each phase of the module (from the Challenge through the Wrap up). Submit your responses for the **Assessment 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/sr/> (<http://iris.peabody.vanderbilt.edu/module/rti01/>)

Visit to the Resource Room

Feb
17

Due: Thursday, Feb 17 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.

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 discuss with the teacher his/her roles and responsibilities for educating students with disabilities.

Write a **one-page reflection** that adequately covers the following topics:

1. Resource teacher roles and responsibilities for educating students with disabilities. **(4 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. How this knowledge has provided insight into how you will interact with a resource teacher in your future school. **(2 points)**
4. Adequate depth of reflection. **(2 points)**
5. Format: Times New Roman, 12 pt font, 1 inch margins

The following are **optional** points you might consider discussing with the teacher and including in your one page reflection:

1. The teacher's background
2. The curriculum taught in the classroom.
3. The classroom environment.
4. The teacher's legal responsibility for educating students with disabilities in the classroom (IDEA, Section 504, NCLB, LRE, FAPE).
5. The teacher's role in collaborating with a grade-level team, participating on an IEP team, training paraeducators, communicating with others.
6. The pros and cons of the resource placement option.
7. How the teacher tracks and monitors progress.

This assignment is worth 10 points total.

Chapter 11 Quiz

Feb
24

Due: Thursday, Feb 24 at 11:59 pm

Teaching in Today's Inclusive Classrooms Chapter 11 Quiz All quizzes are closed book, but you may use your own personal notes.

Learner Characteristics Accommodations Activity

Feb
24

Due: Thursday, Feb 24 at 11:59 pm

In-class assignment. Turn in at the end of the period.

Related Services: Common Supports for Students with Disabilities

Mar
03

Due: Thursday, Mar 03 at 11:59 pm

Teacher candidates will complete the IRIS online modules and submit answers to the assessment and wrap-up questions listed in 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 "Related Services"
3. Click on "Modules"
4. Then click on "Related Services: Common Supports for Students with Disabilities."

Work through each phase of the module (from the Challenge through the Wrap up). Submit your responses for the **Assessment 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/rs/> (<http://iris.peabody.vanderbilt.edu/module/rs/>)

Chapter 7 Quiz

Mar
03

Due: Thursday, Mar 03 at 11:59 pm

Teaching in Today's Inclusive Classrooms Chapter 7 Quiz All quizzes are closed book, but you may use your own

personal notes.

Chapter 6 Quiz

Mar
10

Due: Thursday, Mar 10 at 11:59 pm

Teaching in Today's Inclusive Classrooms Chapter 6 Quiz All quizzes are closed book, but you may use your own personal notes.

Chapter 13 Quiz

Mar
17

Due: Thursday, Mar 17 at 11:59 pm

Teaching in Today's Inclusive Classrooms Chapter 13 Quiz All quizzes are closed book, but you may use your own personal notes.

Chapter 14 Study Guide

Mar
24

Due: Thursday, Mar 24 at 11:59 pm

As you read chapter 14 in Teaching in Today's Inclusive Classroom, 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)**

Church Accommodation Assignment

Mar
24

Due: Thursday, Mar 24 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 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 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

Scriptures

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

Members with disabilities: <http://www.lds.org/handbook/handbook-2-administering-the-church/selected-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>

Practicum Log

Mar
30

Due: Wednesday, Mar 30 at 11:59 pm

This assignment is worth a total of 30 points. The points are divided up as follows:

1. Background Information (5 pts.)

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

2. 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. Your total hours spent in your practicum setting need to be 10 hours, but each entry does not need to add up to 1 hour. You can have multiple entries per day. (.5 points per entry)

3. Learning Activity and Concerns (5 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. (1 point per entry)

4. List how or what you did to assist the child with the assigned learning activity (5 pts.)

In column 3 of the reflection log, list how you assisted the child you were working with and any accommodations you used. (1 point per entry)

5. List and reference an accommodation that addresses the concern (5 pts.)

In column 4, 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. (1 point per entry)

6. Completing 10 hours (5 pts.)

These points are contingent on the number of hours you completed. *Use attached log and be sure to add up your hours to total 10 or more.*

Field Assignment #2 - Practicum Log.docx [Download \(plugins/Upload/fileDownload.php?fileId=055618ea-SbVV-ew90-IFZf-jdd197d48240&pubhash=iixZ4VFctGsNamMmDVY3HhIC7BxeilCuR8XZbUrmPXyghCo9e-AxadJcSnKn004YqXDW6kxREVubfN8Utzdbsg==\)](http://www.lds.org/files/FieldAssignment%20-%20PracticumLog.docx/197d48240&pubhash=iixZ4VFctGsNamMmDVY3HhIC7BxeilCuR8XZbUrmPXyghCo9e-AxadJcSnKn004YqXDW6kxREVubfN8Utzdbsg==)

Practicum Written Report

Mar
30

Due: Wednesday, Mar 30 at 11:59 pm

1. Describe your moral/ethical and legal responsibilities for educating students with disabilities (consider the 6 components of IDEA). **(4 points)**
2. Analyze your response to working with students with learning problems during your field experience. **(4 points)**
3. Provide specific examples of how you felt or how you interacted with the student. **(4 points)**
4. Discuss how your feelings influenced your teaching. **(4 points)**
5. Describe your perceptions of disability, and analyze how the knowledge you have acquired and your experience working with your student have shaped your perception of disability. **Be specific. (4 points)**
6. Quality and depth of report. **(5 points)**

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.

#3 PBS Praise Notes

Mar
30

Due: Wednesday, Mar 30 at 11:59 pm

Option 1:

Praise Notes

1. **Create a praise note (2 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. Describe the specific behavior.
 - 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. **(5 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. **(3 points)**

OR...

Option 2:

Praise:Correction Ratio (4:1)

Teacher candidates will engage in a high rate of verbal praise through the course of the field experience.

1. **Record praise and corrections** over six 10-minute periods (for a total of 1 hour) using the template provided in the attachment. **(6 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. **(4 points)** (See self-recording form in attachment for additional information)

Field Assignment #3 - PBS.docx [Download \(plugins/Upload/fileDownload.php?fileId=8b92d6c1-iuMf-XM4U-hlF8-11d5981306f6&pubhash=E3j-arZCW6QYPFp4dq4s3ekXUWRU3yU644eJ1DuMGAhNFu CZ92FN7SGYvZc-Y_49nb9E_tYNQXLUN0sK5uroCA==\)](#)

Chapter 15 Study Guide**Mar
31**

Due: Thursday, Mar 31 at 11:59 pm

As you read chapter 15 in Teaching in Today's Inclusive Classroom, 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)**

Final Case Study Part 2**Mar
31**

Due: Thursday, Mar 31 at 11:59 pm

Part 2 (5 points)

1. Describe how your practicum experience and working with students with disabilities affected your outlook and attitude toward this project and your future working with students with special needs (1 points).
2. Analyze **your response** to working with your partner. Provide **specific examples** of how things went, what you did, and how you interacted with each other (1 points). Be specific.
3. **Analyze your collaboration experience.** What did each of you contribute to the process? Rate your contributions and your partner's contributions (1 to 5 scale – 5 outstanding, 1 completely inadequate). Discuss your successes and/or challenges collaborating. Your final points will be dependent on the rating your partner gave you (0-3 points).

Attendance and participation**Apr
07**

Due: Thursday, Apr 07 at 11:59 pm

Points are based on submitting a brief summary for each of the other students' final presentation. Summary should be 2-3 sentences about their chosen student

Final Case Study Presentation

Apr
07

Due: Thursday, Apr 07 at 11:59 pm

The oral presentation will consist of a description of the case study you and your partner designed in your final project. The information should be presented with slides, video and/or handouts. Please include a brief description of the following:

1. **Demographic** information for the student described.
2. 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. Analyze the student's learning strengths and limitations.
4. **PLAAFP (Present Level of Academic Achievement and Functional Performance)** for an *academic and behavioral concern*.
5. **Intervention plan** using appropriate strategies for the area of concern.
 - a. Describe your goals for the student's academic and behavior performance.
 - b. Describe your plan for what you will do and what others can do to meet the goal.
 - c. Describe how you will measure and report progress.
6. **Describe 3 evidence based classroom accommodations or modifications** that will facilitate learning. Explain why your accommodations/modifications are appropriate given the classroom environment and your student's profile. Cite the source for these accommodations.

Total Time: 10-12 minutes

10 points

Final Case Study Part 1

Apr
07

Due: Thursday, Apr 07 at 11:59 pm

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 (**part 1 & 2 total: 45 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 (**5 points**). (SEE "Final Case Study Part 2")

The following should be included in your final project and each answer for questions 2-7 should be accompanied with appropriate citations. This should be written in paragraph style, though bullet points are appropriate for the demographic section, and for any other section where they could help with clarification. Include headings. **Be detailed and thorough**.

Format: Times New Roman, 12pt font, double-spaced, 1-inch margins.

Part 1 (40 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--include academic and behavior (1 point)
 - e. Student's interests (1 point)
2. Describe your **moral/ethical AND legal responsibilities** for educating students with disabilities (3 points). Be sure to cite specific laws as taught in CPSE 300 (1.5 points).
3. Describe the student's **disabling condition**. Which of the 13 special education categories will this child be serviced under? (1 point) Discuss how the condition impacts learning (3 points). Use appropriate citation (1 point).
4. **Analyze the student's learning strengths (2 points) and limitations (2 points)** for both academic and behavior. Use appropriate citation (2 points).
5. Write a **PLAAFP (Present Level of Academic Achievement and Functional Performance)** for both an academic

5. Write an **LEARN** (Present Level of Academic Achievement and Functional Performance) for both an academic and behavioral concern.

- a. Assessment used to gain the following information (1 point)
- b. Student strengths (1 point)
- c. Student weaknesses (1 point)
- d. Student's progress compared to the general curriculum/typical peers (1 point)

6. Develop an **intervention plan** using strategies for the area of concern.

- a. Write a goal for student performance for both academic and behavior (1 point).
- b. Plan what you will do (1 point) and what others can do (1 point) to meet the goal.
- c. Describe how you will measure (1 point) and report progress (1 point).

7. **Choose a unit topic (e.g., life cycle of a butterfly) and describe how you will use Universal Design for Learning to teach the unit:** Specifically state how you will use multiple means of: Representation (1 point), Engagement (1 point), and Expression (1 point) for this unit.

8. **Describe how you will teach:** Describe 3 evidence-based classroom accommodations (1 point each) that will facilitate learning. Explain why your accommodations are appropriate given the classroom environment (.5 point each) and your student's profile (.5 point each). Cite the source for these accommodations (.5 point each).

9. **Quality of work:** Be thorough in your explanations and be mindful of writing mechanics and spelling. (5 points)

By Study, By Faith

Apr
07

Due: Thursday, Apr 07 at 11:59 pm

Choose one video or story to review. Please summarize a few of your insights from watching the video or reading the story of women faculty.

You may turn in as many summaries as you would like. Each is worth 1 point of extra credit.

<http://film-old.byu.edu/home/fwa/>

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

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.

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.

Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation. (<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf> /[view?searchterm=deliberation%20guidelines](http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf))

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

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

Date	Column 1	Column 2
Week 1		
M Jan 03 Monday		
Th Jan 06 Thursday	Introductions Course overview Person First Language Discuss Disability Awareness Assignment & Field Experience	
Week 2		
Th Jan 13 Thursday	Six pillars of Special Education Law Related Server: Occupational Therapist Referral for Special Education Evaluation Concrete-Representational-Abstract Discuss RTI-IRIS Module	Read Chapter 3 Teaching in Today's Inclusive Classrooms Complete Ch. 3 Study Guide Assignments for Disability Project. Disability Sign Up Link Thought: Marie Blackham Prayer: Rebecca Bangerter
Week 3		

Th Jan 20 Thursday	<p>Utah State Board of Education Special Education Rules: https://www.schools.utah.gov/file/0b19d648-9986-4629-8dd6-ba695707921c</p> <p>Sign Up for Thought/Prayer</p> <p>Physical Therapy/Adaptive PE Assessment IEP Development Accommodations/Modifications</p> <p>USBE SPED Rules and Policies</p>	<p>Read Chapter 4 Teaching in Today's Inclusive Classrooms</p> <p>Complete Ch. 4 Quiz</p> <p>Disability Awareness Assignment</p> <p>Thought: Rebecca Bangerter Prayer: Edenn Gabbitas</p>
Sa Jan 22 Saturday		Chapter 1 Quiz (Teaching in Today's Inclusive Classrooms) Due
Week 4		
Th Jan 27 Thursday	<p>School Psychologist/Social Worker Least Restrictive Environment Building Memory Uncommon Sense Teaching .pdf Download Discuss "Visit to the Resource Room" Assignment and Disability Presentations</p>	<p>Read Chapter 5 Teaching in Today's Inclusive Classrooms</p> <p>Complete Ch. 5 Quiz</p> <p>Thought: Prayer:</p>
Sa Jan 29 Saturday		
Week 5		
Th Feb 03 Thursday	Learners with Disabilities Student Presentations	<p>Read Chapters 2 & 8 Teaching in Today's Inclusive Classrooms</p> <p>Complete Ch. 2 Quiz and Ch. 8 Study Guide</p> <p>RTI: (Part 1) AN OVERVIEW</p> <p>Practicum Contract Sheet</p> <p>Thought: Prayer:</p>
Sa Feb 05 Saturday		
Week 6		
T Feb 08 Tuesday		

Th Feb 10 Thursday	<p>Disability Presentations (cont.)</p> <p>IEP & Present Level of Academic Achievement and Functional Performance (PLAAFP)</p> <p>Universal Design for Learning</p> <p>Related Services: Speech Language Pathologist</p> <p>Discuss Praise Notes Assignment</p>	<p>Read Chapter 10 Teaching in Today's Inclusive Classrooms Classrooms</p> <p>Complete Ch. 10 Quiz</p> <p>Visit to the Resource Room</p> <p>Thought:</p> <p>Prayer:</p>
Week 7		
Th Feb 17 Thursday	<p>Assistive Technology</p> <p>Social/Behavioral Accommodations</p>	<p>Read Chapter 11 Teaching in Today's Inclusive Classrooms</p> <p>Complete Ch. 11 Quiz</p> <p>Behavior Management - SOS: HELPING STUDENTS BECOME INDEPENDENT LEARNERS</p> <p>Thought:</p> <p>Prayer:</p>
Week 8		
Th Feb 24 Thursday	<p>Response to Intervention (RtI) & Multi-tiered System of Support (MTSS)</p> <p>Tier 3 - behavior</p> <p>Impact on the family/collaborative strategies</p> <p>Learner Characteristics Accommodations In-Class Activity</p> <p>Give the Kid a Pencil 1.pdf Download</p> <p>LRBI ManualWeb.pdf Download</p> <p>https://www.apa.org/education-career/k12/videos-classroom-management</p>	<p>Bring textbook <i>What Every Teacher Should Know About Adaptations</i> to class</p> <p>Read Chapter 7 Teaching in Today's Inclusive Classrooms</p> <p>Complete Ch. 7 Quiz</p> <p>Thought:</p> <p>Prayer:</p>
Week 9		
Th Mar 03 Thursday	<p>By Study, By Faith</p> <p>Reading Instruction for Individuals with Disabilities</p>	<p>Read Chapter 6 Special Ed Foundation: Teaching in Today's Inclusive Classrooms</p> <p>Complete Ch. 6 Quiz</p> <p>Related Services: Common Supports for Students with Disabilities</p> <p>Thought:</p>

		Prayer:
Week 10		
Th Mar 10 Thursday	Math Instruction for Individuals with Disabilities	Read Chapter 13 Teaching in Today's Inclusive Classrooms Complete Ch. 13 Quiz Thought: Prayer:
Week 11		
Th Mar 17 Thursday	Collaboration for Final Project	Read Chapter 14 Teaching in Today's Inclusive Classrooms Complete Ch. 14 Study Guide Thought: Prayer:
Week 12		
Th Mar 24 Thursday	Class Presentations	Read Chapter 15 Complete Ch. 15 Study Guide Church Accommodation Assignment Thought: Prayer:
Week 13		
W Mar 30 Wednesday		Practicum Written Report Practicum Log Praise Notes
Th Mar 31 Thursday	Class Presentations	Thought: Prayer:
Week 14		
Th Apr 07 Thursday	Class Presentations	Student Ratings By Study, By Faith Extra Credit Thought: Prayer:
Week 15		
W Apr 13 Wednesday	Final is comprised of the Class Presentations.	

Th Apr 14 Thursday	Winter Exam Preparation (04/14/2022 - 04/14/2022)	
F Apr 15 Friday	First Day of Winter Final Exams (04/15/2022 - 04/20/2022) Final Exam: 270 MCKB 7:00am - 10:00am	