

Instructor/TA Info

Instructor Information

Name: Suraj Syal

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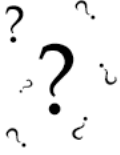
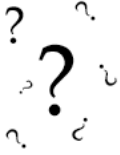
Tue, Wed, Fri 5:00pm-8:00pm

Or By Appointment

Email: ssysal06@gmail.com

Course Information

Materials

Item	Price (new)	Price (used)
 <u>What Every Teacher Should Know About Adaptations...</u> - <i>Optional</i> by Carter, N	24.99	18.75
 <u>Teaching in Today's Inclusive Classrooms 3E - Required</u> by Gargiulo, R	173.95	130.50

Assignments

Assignment Descriptions

RTI: (Part 1) AN OVERVIEW

Sep
15

Due: Thursday, Sep 15 at 6:50 pm

In lieu of class on Sept 15, 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 Guide

Sep

15

Due: Thursday, Sep 15 at 6:50 pm

As you read chapter 3, 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 5 Study Guide

Sep

22

Due: Thursday, Sep 22 at 6:50 pm

As you read chapter 5, 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)**

Practicum Contract Sheet

Sep

22

Due: Thursday, Sep 22 at 6:50 pm

Complete the Field Assignment #1 Contract Sheet. You sign it and have your Cooperating Teacher sign it. 5 points). You may turn this in during class, or submit it as pictures on learning suite.

- [Field Experience Contract. \(https://docs.google.com/document/d/1xZWHh4Re9cOgbAlqjwsaEdp61BrSen0-/edit?usp=sharing&ouid=110950247147985383515&rtpof=true&sd=true\)](https://docs.google.com/document/d/1xZWHh4Re9cOgbAlqjwsaEdp61BrSen0-/edit?usp=sharing&ouid=110950247147985383515&rtpof=true&sd=true) (Click to Access, Print off and take with you to school)

It is imperative that while you serve in the school for 10 hours that you keep the identification of the student you work with confidential. Do not share the student's name with family, friends or your me. Focus on helping. Record in your log and reflect on your experience immediately after completing a session.

Disability Presentations

Sep

22

Due: Thursday, Sep 22 at 6:50 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. Provide general suggestions for teaching students with this condition.
3. Demonstrate a specific accommodation (e.g., multisensory learning, graphic organizer, mnemonic device, etc.)
4. Create a handout for the class.
5. Involve the class in the presentation (e.g., questions, guided notes, choral responding, brief activity).

Disabling condition _____

Date _____

Name(s) _____

Disability:

0 1 2 Briefly provide information about the disabling condition.

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:

Disability Awareness Assignment

Sep
29

Due: Thursday, Sep 29 at 6:50 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.

Learner Characteristics Accommodations Activity

Oct
06

Due: Thursday, Oct 06 at 6:50 pm

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

Chapter 4 Quiz

Oct
06

Due: Thursday, Oct 06 at 11:00 pm

Chapter 9 Study Guide

Oct

13

Due: Thursday, Oct 13 at 6:50 pm

As you read chapter 9, 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)**

Related Services: Common Supports for Students with Disabilities

Oct

13

Due: Thursday, Oct 13 at 6:50 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/>

Chapter 8 Discussion/Presentation

Oct

20

Due: Thursday, Oct 20 at 11:59 pm

As a group, prepare:

1. A brief handout summarizing the key concepts that you will review with the class.
2. Engage the class at least in one of the following:
 - A) Slide Show (aligned to the handout)
 - B) Learning activity
 - C) A video aligned to one or more key concepts in the chapter.
3. Submit the handout with all members of the group in Learning Suite.

By Study, By Faith

Nov

03

Due: Thursday, Nov 03 at 6:50 pm

Please search the teachings of living prophets and apostles in general conference and the Book of Mormon, Another Testament of Jesus Christ.

Key questions you will address:

1. How does this particular teaching (or passage of scripture) provide me understanding through the Holy Ghost of why students with differences/disabilities matter to the Lord?
2. What is one way that I will apply this teaching in my classroom?

Your Task:

A) Turn in the following:

- Title of talk and author or passage of scripture .
- Question 1 and response.
- Question 2 and response.

B) Be prepared to share this information during class on 11/3/2022. This can look like an oral presentation with

or without visuals.

Chapter 11 Discussion/Presentation

Nov
03

Due: Thursday, Nov 03 at 11:59 pm

As a group, prepare:

1. A brief handout summarizing the key concepts that you will review with the class.
2. Engage the class at least in one of the following:
 - A) Slide Show (aligned to the handout)
 - B) Learning activity
 - C) A video aligned to one or more key concepts in the chapter.
3. Submit the handout with all members of the group in Learning Suite

Behavior Management - SOS: HELPING STUDENTS BECOME INDEPENDENT LEARNERS

Nov
10

Due: Thursday, Nov 10 at 6:50 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/>

IRIS Module UDL

Nov
10

Due: Thursday, Nov 10 at 11:59 pm

UDL Iris Module: (Oct 5)

1. Access the module at: <https://iris.peabody.vanderbilt.edu/module/udl/#content>
2. Participate in the entire module:
3. Complete the questions under the Assessment Tab. Do option 2 under question 5.

Church Accommodation Assignment

Nov
17

Due: Thursday, Nov 17 at 6:50 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

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>

Chapter 13 Discussion/Presentation

Nov
17

Due: Thursday, Nov 17 at 11:59 pm

As a group, prepare:

1. A brief handout summarizing the key concepts that you will review with the class.
2. Engage the class at least in one of the following:
 - A) Slide Show (aligned to the handout)
 - B) Learning activity
 - C) A video aligned to one or more key concepts in the chapter.
3. Submit the handout with all members of the group in Learning Suite

Visit Resource Room or Special Class

Nov
30

Due: Wednesday, Nov 30 at 6:50 pm

The goal of this assignment is for you to experience a resource classroom or special classroom. Schedule a visit 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 or special class teacher roles and responsibilities for educating students with disabilities. **(4 points)**
2. Unique components of a teacher's responsibilities in comparison to what you know about a general education teacher's role. **(2 points)**

- education teacher roles. (2 points)
3. How this knowledge has provided insight into how you will interact with a resource or special class 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 paraprofessionals, communicating with others.
6. The pros and cons of the resource or special class placement option.
7. How the teacher tracks and monitors progress.

This assignment is worth 10 points total.

Practicum Log

Dec 01 Due: Thursday, Dec 01 at 6:50 pm

*****Note: This assignment is hard-copy*****

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=d157b9ac-Mxwp-2zwp-kddw-wo56bf9666e3&](#)

pubhash=fvBz1wfUrTD6v7ZwxKXkhNF5cdpR8qmdh8qC9ZOfeHMAAIGCK4I85SGiCP59Xfvd3GK0kfStdy_K9xirVXAMVQ==)

Practicum Slide Show

Dec 01 Due: Thursday, Dec 01 at 6:50 pm

1. Slide 1: Describe your moral/ethical and legal responsibilities for educating students with disabilities (consider the 6 components of IDEA). (4 points)
2. Slide 2: Analyze your response to working with students with learning problems during your field experience. (4 points)
3. Slide 3: Provide specific examples of how you felt or how you interacted with the student. (4 points)

4. Slide 4: Discuss how your feelings influenced your teaching. **(4 points)**
5. Slide 5: 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 content. **(5 points)**

Format: Minimum font size on each slide is 24 point. Include the question for each you are addressing. Please proofread before submitting. Ensure the confidentiality of your student by using a pseudo name or pseudo initials.

Final Case Study Presentation

Dec
01

Due: Thursday, Dec 01 at 6:50 pm

The oral presentation will consist of a description of the case study you designed in your final project. Please include the following:

1. **Demographic** information for the student described.
2. Describe your **moral/ethical AND legal responsibilities** for educating students with disabilities. Be sure to cite specific laws as taught in CPSE 300.
3. Describe the student's **disabling condition**. Which of the 13 special education categories will this child be serviced under? Discuss how the condition impacts learning.
4. Analyze the student's learning strengths and limitations.
5. **PLAAPF (Present Level of Academic Achievement and Functional Performance)** for an academic or behavioral concern.
6. **Intervention plan** using Tier 2 strategies for the area of concern.
 - a. Write a goal for student performance.
 - b. Plan what you will do and what others can do to meet the goal.
 - c. Describe how you will measure and report progress.
7. **3 evidence based classroom accommodations** that will facilitate learning. Explain why your accommodations are appropriate given the classroom environment and your student's profile. Cite the source for these accommodations.

Total Time: 7 minutes

10 points

Praise Notes

Dec
01

Due: Thursday, Dec 01 at 6:50 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 \(plugins/Upload/fileDownload.php?fileId=33d714fa-OvQw-sHbw-GfKB-sT1dbf5aafc0&pubhash=hLYAhdQlvWzBQ3jaMsTVuPoxke6X4Mht30fO1I4EKk9Cjuz6POKMGeNtf1N1VdX3yG5oZklxI5wB0uunoJW-Eg==\)](https://learningsuite.byu.edu/view/wxF0C2ueiM_d.html#instructorInfo...)

Chapter 7 Quiz

Dec
01

Due: Thursday, Dec 01 at 11:00 pm

Chapter 6 Quiz

Dec
01

Due: Thursday, Dec 01 at 11:00 pm

Chapter 10 Quiz

Dec
01

Due: Thursday, Dec 01 at 11:00 pm

Final Case Study Part 1

Dec
08

Due: Thursday, Dec 08 at 6:50 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 **(40 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 (45 points)

1. **Demographic** information for the student described.
 - a. Student's age, gender, grade (1 point)
 - b. Family background (1 point)
 - c. Experience in school (1 point)

- d. Learner challenges/at-risk characteristics (1 point)
 - e. Student's interests (1 point)
2. Describe your **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)**. Use appropriate citation (2 points).
 5. Write a PLAAFP (Present Level of Academic Achievement and Functional Performance) for an academic or 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 Tier 2 strategies for the area of concern.
 - a. Write a goal for student performance (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)

Misunderstood Minds

Dec
08

Due: Thursday, Dec 08 at 6:50 pm

Watch the video Misunderstood Minds (5 points). In the word document you submit be sure to include a sentence saying how much of the video you watched.

example: I watched the entire video

<https://www.youtube.com/watch?v=0Buo5zpZMKE>

Then visit the misunderstood minds website and do any two activities of your choice (the activities are under attention, reading, writing, and math and the links will say "try it yourself").

<https://www.pbs.org/wgbh/misunderstoodminds/readingbasics.html>

After doing the activities, submit a word document summarizing your experience with the activities (what you did, what thoughts you had about the experience, how this might pertain to your future students, etc). These don't need to be very long. :) (5 points).

Final Case Study Part 2

Dec
08

Due: Thursday, Dec 08 at 6:50 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

Dec
08

Due: Thursday, Dec 08 at 6:50 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. 2 points x 14 classes (Sept 1 - Dec 8) = 30 points.

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.

Covid 19 Statement

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation.

Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

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.

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>).

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		
Th Sep 01 Thursday		
Sa Sep 03 Saturday		
Week 2		
Th Sep 08 Thursday		
Week 3		
Th Sep 15 Thursday	RTI: (Part 1) AN OVERVIEW	Chapter 3 Study Guide
Week 4		
Th Sep 22 Thursday	Disability Presentations	Practicum Contract Sheet Chapter 5 Study Guide
Week 5		
Th Sep 29 Thursday	Disability Awareness Assignment	
...		

week 6		
Th Oct 06 Thursday	Learner Characteristics Accommodations Activity	
Week 7		
Th Oct 13 Thursday	Related Services: Common Supports for Students with Disabilities	Chapter 9 Study Guide
Week 8		
Th Oct 20 Thursday		Chapter 8 Discussion/Presentation
Week 9		
Th Oct 27 Thursday		
Week 10		
M Oct 31 Monday		
Th Nov 03 Thursday	By Study, By Faith	Chapter 11 Discussion/Presentation
Week 11		
Th Nov 10 Thursday	Behavior Management - SOS: HELPING STUDENTS BECOME INDEPENDENT LEARNERS IRIS Module UDL	
Week 12		
Th Nov 17 Thursday	Church Accommodation Assignment	Chapter 13 Discussion/Presentation
Week 13		
Th Nov 24 Thursday	Thanksgiving	
Week 14		
W Nov 30 Wednesday		Visit Resource Room or Special Class
Th Dec 01 Thursday		Final Case Study Presentation Praise Notes Practicum Log Practicum Slide Show
Week 15		
Th Dec 08 Thursday	Misunderstood Minds Attendance and participation	Final Case Study Part 1 Final Case Study Part 2
Week 16		
W Dec 14 Wednesday	Final Exam: 230 MCKB 8:00pm - 10:00pm	