

Instructor/TA Info

Instructor Information

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TA Information

Name: Rachel Hodgman

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Course Information

Description

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

Learning Outcomes

Learning Difficulties and Accommodations

Analyze student's learning difficulties and plan appropriate accommodations.

Special Needs Learning Characteristics

Describe learning characteristics of special needs students.

Assessment Plans and School Support

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

Collaboration

Collaboration: Candidates work effectively with parents, professionals, paraprofessionals, and others 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.

Materials

Item	Price (new)	Price (used)
 What Every Teacher Should Know About Adaptations... - <i>Optional</i> by Carter, N	24.99	18.75
 Teaching in Today's Inclusive Classrooms 3e - <i>Required</i> by Gargiulo, R	174.00	25.00

Grading Scale

Grade: Present:

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

Grading Policy

Quizzes and assignments are due before the date and time listed in Learning Suite.

Assignments submitted late may receive up to 50% for up to a week. After a week, late assignments will not be accepted.

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

Participation Policy

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

Attendance Policy

Students are expected to attend each class. *At the discretion of the instructor, the student's final grade may be lowered if the student has excessive non-university excused absences or tardies.* This will be done on a case-by-case basis. It is the student's responsibility for documenting any university-excused absences. University excused absences will not count against a student. Emailing the instructor beforehand to tell them you will be absent is not considered a university-excused absence.

Assignments

Assignment Descriptions

Emulating the Master Teacher

Sep
20

Due: Wednesday, Sep 20 at 9:00 am

Respond to this question (approximately 150 words), then respond to one of your classmate's responses: "How can I strive to emulate Jesus Christ in my teaching, especially when I teach students with special needs?"

Chapter 3 Study Notes

Sep
25

Due: Monday, Sep 25 at 9:00 am

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

RTI: (Part 1) AN OVERVIEW

Sep
25

Due: Monday, Sep 25 at 9:00 am

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

<https://iris.peabody.vanderbilt.edu/module/rti01/> (<https://iris.peabody.vanderbilt.edu/module/rti01/>)

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. Below are the instructions to access the module if the direct link above doesn't work.

Go to: <http://iris.peabody.vanderbilt.edu/> (<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."

Chapter 1 Quiz

Sep 25 Due: Monday, Sep 25 at 9:00 am

Chapter 5 Study Notes

Oct 02 Due: Monday, Oct 02 at 9:00 am

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

Chapter 4 Quiz

Oct 02 Due: Monday, Oct 02 at 9:00 am

Extra Credit - General Conference & Disability

Oct 09 Due: Monday, Oct 09 at 9:00 am

As you watch General Conference, listen for concepts, principles, and doctrines about God's children who have disabilities. Write a 1-2 page paper (double spaced), including the speaker, title of the talk, message related to disability, and how this talk applies to you as a future teacher and/or as a friend/family member of someone with a disability.

Chapter 10 Quiz

Oct 09 Due: Monday, Oct 09 at 9:00 am

Chapter 6 Quiz

Oct 16 Due: Monday, Oct 16 at 9:00 am

Chapter 14 Study Notes

Oct 23 Due: Monday, Oct 23 at 9:00 am

As you read chapter 14, 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 Presentations

Oct 23 Due: Monday, Oct 23 at 9:00 pm

Disability Presentations

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

Presentation Requirements (8-10 minutes in-class presentation)

1. Visit [this Google Doc \(https://docs.google.com/spreadsheets/d/1ul-5bFKwJwzYYSnMxzkt3R9hznOyNdGg6MTjN6MvLU/edit#gid=0\)](https://docs.google.com/spreadsheets/d/1ul-5bFKwJwzYYSnMxzkt3R9hznOyNdGg6MTjN6MvLU/edit#gid=0) to sign up to present on one of the 13 IDEA disability categories
2. Download and fill out the attached template with your partner: Co-Teaching Template.doc [Download \(https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=c47bb936-wAJc-x2jw-1VOx-Cjabffe68e98&pubhash=pZDwzDmnOx_lfHivzpTx5eut4kVHU5_COZ6cB6T4qp7evk14dv_E0O9FdxDRzacPyy7tVkgBC8qaI8XarEmdgg==\)](https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=c47bb936-wAJc-x2jw-1VOx-Cjabffe68e98&pubhash=pZDwzDmnOx_lfHivzpTx5eut4kVHU5_COZ6cB6T4qp7evk14dv_E0O9FdxDRzacPyy7tVkgBC8qaI8XarEmdgg==)
3. Your 8-10 min. presentation should include:
 - a. Brief information about the disability category as a whole.
 - The content from this section must be drawn from this course's textbooks or off the approved websites: Co-Teaching Disability Websites.docx [Download \(plugins/Upload/fileDownload.php?fileId=96277dd4-vbDg-tXD1-rHX0-nCc8f0a081dd&pubhash=1jyk6rjT9RZSQoY-jjgRqCVjpt2RKTvv1SN33i1vnmKUK7EhwFIL-nYSxsYYxNmXUHgDUJQHJDU3pr35wIQuc5Q==\)](https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=96277dd4-vbDg-tXD1-rHX0-nCc8f0a081dd&pubhash=1jyk6rjT9RZSQoY-jjgRqCVjpt2RKTvv1SN33i1vnmKUK7EhwFIL-nYSxsYYxNmXUHgDUJQHJDU3pr35wIQuc5Q==)
 - b. If your category covers more than one condition, choose ONE to expand on. Provide specifics about the condition (Ex: causes, stereotypical symptoms/traits, etc).
 - c. Provide suggestions, techniques, and/or accommodations and modifications for teaching students with this condition.
 - d. Demonstrate to the class a specific accommodation that could be used to teach a student with this disability (e.g., multisensory learning, graphic organizer, a mnemonic device, etc.)
4. Create a handout for the class with the above information outlined for quick reference later.
 - Upload the handout to the Digital Dialogue so that your peers can access and download the information for later reference. AND upload it in Learning Suite so that I can access it as well.
5. Involve the class in the presentation (e.g., questions, guided notes, choral responding, brief activity).

The presentations will be graded with the attached rubric: Disability Presentation Grading Rubric.docx [Download \(https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=8344f2f2-z23i-F18f-Hu9a-xA4bee36a6c8&pubhash=M1KGfxLQD_UBrOASHSI_901tK0ufwYUeQLAceCXh9oiqdXE01gKQrouNOGo8eS4FTUfK-_uadD1Y-aiz4x1eOw==\)](https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=8344f2f2-z23i-F18f-Hu9a-xA4bee36a6c8&pubhash=M1KGfxLQD_UBrOASHSI_901tK0ufwYUeQLAceCXh9oiqdXE01gKQrouNOGo8eS4FTUfK-_uadD1Y-aiz4x1eOw==)

Extra Credit - Homecoming Honored Alumni Lecture

Oct 26 Due: Thursday, Oct 26 at 9:00 am

Attend the McKay School of Education Honored Alumni Lecture on October 19 at 11 am at the Wilk, Room 3220 (register for the lecture and complimentary lunch here: <https://www.eventbrite.com/e/2023-byu-mckay-school-honored-alumni-lecture-tickets-726311456117?aff=oddtcreator> (<https://www.eventbrite.com/e/2023-byu-mckay-school-honored-alumni-lecture-tickets-726311456117?aff=oddtcreator>)). Submit a personal reflection on the lecture, noting the following:

1. **What** you learned.
2. **Why** it is important in your life.
3. **How** you will incorporate this new learning into your life this week.

You will earn 5 extra credit points for addressing the items listed above in a 1-page, double-spaced reflection paper that is free of typographical, grammatical, or other errors; and is submitted within 7 days of the lecture.

Chapter 11 Quiz

Oct 30 Due: Monday, Oct 30 at 9:00 am

Chapter 9 Study Notes

Nov 06 Due: Monday, Nov 06 at 9:00 am

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)**

Chapter 13 Quiz

Nov 13 Due: Monday, Nov 13 at 9:00 am

Chapter 7 Quiz

Nov

20

Church Accommodation Assignment

Nov

27

Due: Monday, Nov 27 at 9:00 am

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>**Final: Teaching UDL Lesson**

Dec

11

Due: Monday, Dec 11 at 9:00 am

Teaching a Universal Design for Learning Lesson***(Work in groups of 3-4)***

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

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

On this assignment you will:

1. **Work with your partners** to design and teach a **10-15 minute** UDL lesson to the class.

- Go to <https://www.uen.org/core/> (<https://www.uen.org/core/>) and select one core standard you are going to teach.
- Go to the UDL Cast website (https://udlguidelines.cast.org/?utm_source=castsite&utm_medium=web&utm_campaign=none&utm_content=aboutudl&_gl=1*mg8wkk*_ga*MTA4NDMxMjk1OC4xNjc4Mzc2NjE3*_ga_C7LXP5M74W*MTY3OTU4MzgzNC4zLjEuMTY3OTU4MzgzOS4wLjAuMA..)
- Read Isabel and James' case studies and IEPs:
- CPSE 300 James Anderson Case Study.docx [Download](#) (plugins/Upload/fileDownload.php?fileId=18be6800-WIXv-do8j-tj6w-Fre9763b79b3&pubhash=t4mnXNkPZIQ3ACbDpTVTrKKpY3o2RuHLC9bx-TqxcclooTdt3Xiy7QgaDtzg1diNtrNa2YmunJ2O_PdAlqUWWw==) CPSE Isabel Rojas Case Study.docx [Download](#) (plugins/Upload/fileDownload.php?fileId=8b1432e9-27mu-XQMw-ogn8-0vd06701b6c6&pubhash=j_Ily5pQpQNCBC9uGebxAn-R7nz17gbUGZ1Tlia_oWCr-l_r1KAKkQlLeUsERPv781gpFTH7iiOQIO3NIHixw==)
- Use the UEN and UDL Cast websites to fill out the following Universal Design Lesson template. *Be sure to make a plan for how you are going to accommodate Isabel and James in your lesson:* CPSE 300 UDL Lesson Plan Template.docx [Download](#) (plugins/Upload/fileDownload.php?fileId=ccce2ed8-wGWN-q1qA-iMMd-cP2d3b95bf5a&pubhash=JpwzjzCv_Jy2uuRRRkOwPbdR7N4TUiENs7DOwaKkOP-npGW3vTe2LrSdl34fFir-8KvNSoQghE_FRbBlJiF5Q==)

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

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

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

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

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

- BLANK PeerEval-GroupWork.docx [Download](#) (plugins/Upload/fileDownload.php?fileId=fd26f93d-2W8b-aE8b-ixao-pad0709f7f83&pubhash=F8YCQUHKfJ2rJf4s9WDTK3HOy_-fHT_PafAxm6voXY304pQQRRIYXsdglStmYdzUyOn8c21WMMgV9eMQVy0wVLA==)

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

CPSE 300 Group Teaching UDL Lesson Rubric.docx [Download](#) (plugins/Upload/fileDownload.php?fileId=f44ac389-Q6ml-LodA-xkE7-T909107d784b&pubhash=_NFnkQUyVw9IGaox3NAAGLWNX9iTCGp6i78SLwTheUBCVp71CFcTDyoEbzRNZEtizp6Fqk-i9oAwrS6iHgNDvA==)

Attendance and participation

Dec
13

Due: Wednesday, Dec 13 at 9:00 am

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

Volunteer Experience Log

Dec
13

Due: Wednesday, Dec 13 at 9:00 am

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

- Adaptive Aquatics and Gym Kids (<https://yserve.byu.edu/adaptive-aquatics-and-gym-kids>) (<https://yserve.byu.edu/adaptive-aquatics-and-gym-kids>)
- Kids on the Move - Respite Care (<https://kotm.org/volunteers/>) (<https://kotm.org/volunteers/>) or <https://yserve.byu.edu/kids-on-the-move> (<https://yserve.byu.edu/kids-on-the-move>)
- Access (<https://yserve.byu.edu/access>) (<https://yserve.byu.edu/access>)
- Adapted Needs Institute (<https://yserve.byu.edu/adapted-needs-institute>) (<https://yserve.byu.edu/adapted-needs-institute>)
- Adaptive Show Choir (<https://yserve.byu.edu/adaptive-show-choir>) (<https://yserve.byu.edu/adaptive-show-choir>)
- Athletic Connection (<https://yserve.byu.edu/athletic-connection>) (<https://yserve.byu.edu/athletic-connection>)
- Best Buddies (<https://yserve.byu.edu/best-buddies>) (<https://yserve.byu.edu/best-buddies>)
- BYU Special Olympics Teams (<https://yserve.byu.edu/special-olympics-team>) (<https://yserve.byu.edu/special-olympics-team>)

- Early Learning Essentials (<https://yserve.byu.edu/early-learning-essentials> (<https://yserve.byu.edu/early-learning-essentials>))
- Scenic View (<https://yserve.byu.edu/scenic-view> (<https://yserve.byu.edu/early-learning-essentials>))
- Sibshops of Utah County (<http://sibshopsofUtahcounty.blogspot.com> (<http://sibshopsofUtahcounty.blogspot.com/>))
- Teaching and Loving Children (<https://yserve.byu.edu/teaching-and-loving-children> (<https://yserve.byu.edu/teaching-and-loving-children>))
- Tutor Outreach in Provo Schools (<https://yserve.byu.edu/tops> (<https://yserve.byu.edu/tops>))

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

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

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

Volunteer Experience Log.docx [Download](#) (plugins/Upload/fileDownload.php?fileId=badc181d-2P91-Oswk-WoMm-gr8c1206f384&pubhash=TzQZ0GXs_jcmZIRqyafZiPgfi_Xb2ke7lcbTbXDAFP0ulJblWAl0oczrwOh8HC1auMvm-Ns0_538kFqDcSvzQ==)

Volunteer Experience Written Report

Dec
13

Due: Wednesday, Dec 13 at 9:00 am

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

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

1. Describe your moral/ethical and legal responsibilities for educating students with disabilities (consider the 6 components of IDEA). **(5 points)**
 2. Analyze your response to working with students with learning problems during your field experience--provide specific examples of how you felt or how you interacted with the student(s). **(5 points)**
 3. Discuss how your feelings influenced your teaching. **(5 points)**
 4. Describe how the knowledge you have acquired, and your experience working with your students, has shaped your perception of disability. **(5 points)**
 5. Quality and depth of report **(5pts)**
- **Far exceeds expectations (5pts)**
 - **Exceeds expectations (4pts)**
 - **Meets expectations (3pts)**
 - **Meets some expectations (2pts)**
 - **Does not meet expectations (1pts)**

Volunteer Experience: Teacher Letter, Contract Sheet, & Confidentiality Agreement

Dec
13

Due: Wednesday, Dec 13 at 9:00 am

You will be required to complete a total of 10 volunteer hours with children with disabilities. At least 6 of those hours must be spent at an elementary school assisting a general education or special education teacher by working with students with a disability (either one student or a small group of students).

You are responsible for securing your volunteer hours. Most elementary schools in the surrounding districts are desperate for help in their special education classrooms and jump at the chance for volunteers (Provo Peaks Elementary is often looking for people). You can call the main office of most surrounding elementary schools and tell them that you are a BYU student looking for volunteer hours with students with disabilities as part of an education course.

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

- CPSE 300 Teacher Letter.docx [Download](#) (<plugins/Upload/fileDownload.php?fileId=5f6d3bf3-aJv7-aVxs-fudn-F1867b55bd6e&pubhash=fko6XKHVYInWjQ1HNyiCMXqNjnB6m8UegLt857VgC0qXs5j21U61AXhaX-SDfM8jmcEPwCpeNImJ5Dts6eaFpg==>)
- Confidentiality Agreement.pdf [Download](#) (plugins/Upload/fileDownload.php?fileId=c2f894be-Y11z-XaKk-3Fzw-Rf0287f7042e&pubhash=XbfbBCVy16KNdJxCKYDCD5EFQrgYTSFT5sZCgTFXwxqHEgcKIH3ZZW6aTP9O8f7e60_s6KNLyUAz0T_OAHqVwg==)
- Field Assignment #1 - Contract Sheet.pdf [Download](#) (<plugins/Upload/fileDownload.php?fileId=e8f83e4f-eKJh-a57f-ZmVP-O872b8ee8877&pubhash=EEDEAdZDNenPGFqaN6UN3nWjdJ3qE4Silp3UIX72czXZgpVULtcYkitMdgjlq6SAhmaPUWujMK2IDCmSSyKRMrg==>)

Volunteer Experience: PBIS Assignment

Dec
13

Due: Wednesday, Dec 13 at 9:00 am

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

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

PBIS Assignment_Praise.docx [Download \(plugins/Upload/fileDownload.php?fileId=e6437f91-YsfU-LZOn-1xQV-ole85eb673c3&pubhash=Q7OcivkOhTCeEYPuJyIv2_mwRYTE9VPWhQDQuNgxVg-z8BvrRVnOHV9L1GNI9m839jA2Y9ajqYUHsmaJk9iBw==\)](#)

Extra Credit - Devotional Walk & Talk

Dec
18

Due: Monday, Dec 18 at 9:00 am

I would like to get to know you better and support you in your religious and spiritual journey here at BYU! We can do this by walking to the devotional together and talking about it afterwards.

If you're interested in joining me for a devotional/forum, sign up for one day on this [Google Sheet \(https://docs.google.com/spreadsheets/d/1P823_aGSc4Vp6l_l6eaXiCu_Zviw3NcTcH4L2HF6lro/edit?usp=sharing\)](https://docs.google.com/spreadsheets/d/1P823_aGSc4Vp6l_l6eaXiCu_Zviw3NcTcH4L2HF6lro/edit?usp=sharing) (Maximum 3 students).

Meet me at the top of the Richards Building stairs (north of the McKay Building) at 10:45 am on your chosen Tuesday.

Submit a 1-page personal reflection on the devotional/forum you attended, noting the following:

1. **What** you learned.
2. **Why** it is important in your life.
3. **How** you will incorporate this new learning into your life this week.

You will earn 5 extra credit points for addressing the items listed above in a 1-page, double-spaced reflection paper that is free of typographical, grammatical, or other errors; and is submitted within 7 days of the devotional/forum lecture.

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.

Class Preparation time

BYU Policy: Class Preparation Time

In general, the expectation for undergraduate courses is three hours of work per week per credit hour for the average student who is appropriately prepared; much more time may be required to achieve excellence. These three hours may include one hour of lecture plus two hours of work outside class, three hours in a laboratory with little outside work, or any other combination appropriate to a particular course.

Preventing Sexual Misconduct

The health and well-being of students is of paramount importance at Brigham Young University. If you or someone you know has experienced sexual harassment (including sexual violence), there are many resources available for assistance.

In accordance with Title IX of the Education Amendments of 1972, BYU prohibits unlawful sex discrimination, including sexual harassment, against any participant in its education programs or activities. The university also prohibits sexual harassment by its personnel and students. Sexual harassment occurs when

- a person is subjected to unwelcome sexual speech or conduct so severe, pervasive, and offensive that it effectively denies their ability to access any BYU education program or activity;
- any aid, benefit, or service of BYU is conditioned on a person's participation in unwelcome sexual conduct; or
- a person suffers sexual assault, dating violence, domestic violence, or stalking on the basis of sex.

University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way, including through face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of sexual harassment 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 confidential resources for those affected by sexual harassment, including the university's Sexual Assault Survivor Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's

Sexual Harassment Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

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>).

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own in a class without proper attribution is a serious

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.

Inappropriate Use of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code. It is also unethical to post your own work (study sheets, papers) from the course on file sharing websites as you are encouraging others to engage in plagiarism. These policies continue indefinitely (not limited to the duration of the semester or term you take this course).

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	Topics and Learning Outcomes	Assignments
Week 1		
M Sep 11 Monday	Introduction to Our Course 1. Introductions 2. Syllabus Review 3. Course Overview	Chapter 10 Quiz Opens Chapter 1 Quiz Opens Chapter 11 Quiz Opens Chapter 13 Quiz Opens Chapter 7 Quiz Opens Chapter 4 Quiz Opens Chapter 6 Quiz Opens
Week 2		
M Sep 18 Monday	Lecture Topic: Disability Awareness	
Week 3		
M Sep 25 Monday	Lecture Topic: Special Ed Law What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)	Chapter 3 Study Notes RTI: (Part 1) AN OVERVIEW Chapter 1 Quiz Closes
Week 4		
M Oct 02 Monday	Lecture Topic: Individualized Education Programs (IEP) What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)	Chapter 4 Quiz Closes Chapter 5 Study Notes
Week 5		
M Oct 09 Monday	Lecture Topics: Universal Design for Learning How do I choose appropriate strategies, accommodations, resources, materials, sequencing, technical tools and demonstration of learning that addresses students specific needs? (UETS Standard #6 and #7)	Chapter 10 Quiz Closes Extra Credit - General Conference & Disability
Week 6		
M Oct 16 Monday	Lecture Topic: Low Incidence Disabilities How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)	Chapter 6 Quiz Closes

Week 7		
M Oct 23 Monday	<p>Lecture Topic: High Incidence Disabilities</p> <p>How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)</p>	Chapter 14 Study Notes Disability Presentations
Th Oct 26 Thursday		Extra Credit - Homecoming Honored Alumni Lecture
Week 8		
M Oct 30 Monday	<p>Lecture Topic: Classroom Management</p> <p>How do I use classroom management strategies that allow me to maintain a positive learning environment for all students (UETS Standard #3)</p> <p>How do I create an environment that maximizes the potential of students with disabilities while maintaining appropriate expectations for all students? (UETS Standard #2, #3)</p> <ul style="list-style-type: none"> • Social/Behavioral Accommodations • Praise Note Assignment 	Chapter 11 Quiz Closes
Week 9		
M Nov 06 Monday	<p>Lecture Topics: Universal Design for Learning</p> <p>How do I choose appropriate strategies, accommodations, resources, materials, sequencing, technical tools and demonstration of learning that addresses students specific needs? (UETS Standard #6 and #7)</p>	Chapter 9 Study Notes
Week 10		
M Nov 13 Monday	<p>Lecture Topic: Accommodations and Modifications</p> <p>How to I use data to assess the effectiveness of instruction and to make adjustments in planning and instruction? (UETS Standard #5)</p> <p>Accommodations for Content areas</p>	Chapter 13 Quiz Closes
Week 11		
M Nov 20 Monday	<p>Lecture Topic: Accommodations and Modifications</p> <p>How to I use data to assess the effectiveness of instruction and to make adjustments in planning and instruction? (UETS Standard #5)</p>	Chapter 7 Quiz Closes
Week 12		
M Nov 27 Monday	<p>Lecture Topic: PLC: Supplementary and Intensive Instruction</p> <p>How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)</p> <p>Math Instruction for Individuals with Disabilities</p> <p>Reading Instruction for Individuals with Disabilities</p>	Church Accommodation Assignment
Week 13		
M Dec 04 Monday	Impact on the family/collaborative strategies	

Week 14		
M Dec 11 Monday	Last Day of Class! Class Presentations	Final: Teaching UDL Lesson
W Dec 13 Wednesday		Volunteer Experience: Teacher Letter, Contract Sheet, & Confidentiality Agreement Volunteer Experience: PBIS Assignment Volunteer Experience Written Report Volunteer Experience Log
Th Dec 14 Thursday	Last Day of Class	
F Dec 15 Friday	Exam Preparation Day	
Week 15		
M Dec 18 Monday	Final Exam Day	Extra Credit - Devotional Walk & Talk