

Instructor/TA Info

Instructor Information

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Course Information

Description

Participants will design and implement instructional planning and teaching strategies to meet the educational needs of students with mild/moderate disabilities.

Materials

Item	Price (new)	Price (used)
 <u>Teaching Students With High-Incidence Disabilities - Required</u> by Prater, M	110.00	82.50
 <u>Explicit Instruction - Required</u> by Archer, A	47.00	35.25

Learning Outcomes

Characteristics of students with mild/moderate disabilities

1. Describe educational characteristics of students with mild/moderate disabilities.

Planning for instruction

2. Write standards-based PLAAFP statements, IEP and unit goals, and lesson objectives.

Effective teaching cycle

3. Create and use scripted direct instruction lesson plans enacting the effective teaching cycle to address individual student learning needs.

Data-based decision making

4. Demonstrate the design and use of curriculum-based measurements to make instructional decisions.

Multi-tiered system of supports (MTSS)

5. Describe the MTSS concept, processes, and use of progress-monitoring data to make MTSS decisions.

Grading Scale

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

Grading Policy

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.

Attendance Policy

Attendance is mandatory and is recorded for each class session. Participants receive two points for each full-class attendance with the total counting towards the final grade. University excused absences will not count against a student, other absences must have a compelling reason, to be discussed with the instructor. Emailing the instructor before class does not make the absence excused.

Assignments

Assignment Descriptions

Opening Lesson Plan

Sep
27

Due: Tuesday, Sep 27 at 11:59 pm

With your practicum partner:

Using information from your practicum setting, work with your practicum partner to fill out JUST THE OPENING of the EI lesson plan template.

Each person should upload the assignment in learning suite.

ONLY FILL OUT THE OPENING SECTION!!

Explicit Instruction Lesson Plan TEMPLATE.2020 3.0.docx [Download \(plugins/Upload](#)

[/fileDownload.php?fileId=055314c1-wMZV-vOwH-Ghal-frcf7237b5f7&](#)

[pubhash=m1eE3dTwxO7CXnlVOHHIVf2yRusvnlZZRhgUrsnarDoLL2SOsgALSJAEZjpg3LZkc6Jz3u9lwQ804Q01E4w8g==\)](#)

Quiz 1

Sep
27

Due: Tuesday, Sep 27 at 11:59 pm

This quiz will be on the readings up until this point. Each question is worth 1 point each and there are 10 questions. The quiz is open note (your personal hand written notes) but closed book. Good luck!

Explicit Instruction GoReact Practice

Oct
03

Due: Monday, Oct 03 at 11:59 pm

- Pair with a partner (can be another student in the class, a roommate or a significant other). Each of you will practice being the teacher and the other person will be the student.
- You will record a short video using the following script:
 - [Explicit Instruction GoReact Practice.docx](#) [Download \(plugins/Upload/fileDownload.php?fileId=c952e16b-s1X9-6o5W-kcvf-Cq99c150ac5c&pubhash=4vZkjLsj0K2bw47QGiHv8yxYiwZAgTNDHNCte_AN09W6W-wwrZwexSUuxTms7qIz7P0zwiPAKa0_mwpRJZollQ==\)](#)
- After you record your video, you need to upload it to GoReact through the link below (see training videos in CPSE 466 if you need a refresher).
- After you upload the video, go back and watch the video to make sure it uploaded correctly and place markers on each of the Explicit Instruction sections. You should also place a marker when you hear a statement praising the student.
- You should then write a minimum of 3 constructive comments on your video of things you did well.

You're done! You can log out of GoReact!

Opening through Modeling Lesson Plan

Oct
07

Due: Friday, Oct 07 at 11:55 pm

With your practicum partner:

Using information from your practicum setting, work with your practicum partner to fill out THE OPENING THROUGH THE MODELING SECTION of the EI lesson plan template.

*You must use a different student or a different IEP goal for this assignment so you get practice writing PLAAFPs and MAGs. However, you should use the feedback from the TAs to improve your template each time. Each person should upload the assignment in learning suite.

ONLY FILL OUT THE OPENING TO MODELING SECTIONS!!

[Explicit Instruction Lesson Plan TEMPLATE.2020 3.0.docx](#) [Download \(plugins/Upload/fileDownload.php?fileId=055314c1-wMZV-vOwH-Ghal-frcf7237b5f7&pubhash=m1eE3dTwxO7CXnlVOHHiVf2yRusvnlZZRhgUrsnarDoLL2SOsgALSJAEZjpg3LZkc6Jz3u9lwQ804Q01E4w8g==\)](#)

Teaching Practice - Lesson Opening

Oct
10

Due: Monday, Oct 10 at 11:59 pm

Video record yourself teaching the opening from your lesson. Upload the video to GoReact. To do this first click on the green "Launch Learning Module" button, then click "Start Assignment." Type a title of your video and your name then upload your video (note: the file size limit for uploading videos is 2 gb) or record your video directly from this point, if the device you are using has video and audio recording capability.

Watch your video in GoReact, practice placing your flags on the parts of the lesson (opening, model, guided practice, and praise), make at least 3 constructive comments, and score yourself according to the student rubric embedded in GoReact.

Opening through Guided Practice Lesson Plan

Oct

14

With your practicum partner:

Using information from your practicum setting, work with your practicum partner to fill out THE OPENING THROUGH THE GUIDED PRACTICE SECTION of the EI lesson plan template.

*You must use a different student or a different IEP goal for this assignment so you get practice writing PLAAFPs and MAGs. However, you should use the feedback from the TAs to improve your template each time. Each person should upload the assignment in learning suite.

ONLY FILL OUT THE OPENING TO GUIDED PRACTICE SECTIONS!!

Explicit Instruction Lesson Plan TEMPLATE.2020 3.0.docx [Download \(plugins/Upload/fileDownload.php?fileId=055314c1-wMZV-vOwH-Ghal-frcf7237b5f7&pubhash=m1eE3dTwxO7CXnlVOHHiVf2yRusnvnIZZRhgUrsnarDoLL2SOsgALSJAEZjpg3LZkc6Jz3u9lwQ804Q01E4w8g==\)](#)

Extra Credit for Signing up a Prayer or Devotional

Oct

18

Due: Tuesday, Oct 18 at 11:59 pm

2 points of extra credit will be awarded to anyone who signs up by tomorrow night for a prayer or devotional for one of our remaining classes (e.g., anytime now through the end of the semester).

For the points, complete the following two steps:

1. Sign up for a prayer or devotional at this URL: <https://docs.google.com/document/d/17TEFaVYEeVplWJg8AdgfA4fPoPk2v3vdf4xuyZFVFs/edit?usp=sharing> (<https://docs.google.com/document/d/17TEFaVYEeVplWJg8AdgfA4fPoPk2v3vdf4xuyZFVFs/edit?usp=sharing>)
2. Submit the assignment in Learning Suite saying you signed up. You don't need to upload anything.

(Note: if you have already signed up for sometime from now to the end of the semester you don't need to sign up again, just complete step two noting that you have signed up).

Teaching Practice - Opening and Model

Oct

21

Due: Friday, Oct 21 at 11:59 pm

Video record yourself teaching the opening and model portions of your lesson. Upload the video to GoReact. To do this first click on the green "Launch Learning Module" button, then click "Start Assignment." Type a title of your video and your name then upload your video (note: the file size limit for uploading videos is 2 gb) or record your video directly from this point, if the device you are using has video and audio recording capability. Watch your video in GoReact and score yourself according to the student rubric.

CPSE 452 Midterm

Oct

22

Due: Saturday, Oct 22 at 11:59 pm

This exam will cover material from the readings and lectures up to this point. The exam is open note (your personal hand written notes) but closed book, closed internet search etc. (i.e., it is closed everything except your hand written notes). Good luck! ...[P]eriodic tests absolutely are essential to learning. An effective test helps us to compare what we need to know with what we actually know about a specific subject; it also provides a standard against which we can evaluate our learning and development. - David A. Bednar - Oct. 2020 General Conference

Opening through Independent Practice Lesson Plan

Oct

24

With your practicum partner:

Using information from your practicum setting, work with your practicum partner to fill out THE OPENING THROUGH THE INDEPENDENT SECTION of the EI lesson plan template.

*You must use a different student or a different IEP goal for this assignment so you get practice writing PLAAFPs and MAGs. However, you should use the feedback from the TAs to improve your template each time. Each person should upload the assignment in learning suite.

ONLY FILL OUT THE OPENING TO INDEPENDENT PRACTICE SECTIONS!!

Explicit Instruction Lesson Plan TEMPLATE.2020 3.0.docx [Download \(plugins/Upload/fileDownload.php?fileId=055314c1-wMZV-vOwH-Ghal-frcf7237b5f7&pubhash=m1eE3dTwxO7CXnIVOHHivf2yRusvnlZZRhgUrsnarDoLL2SOsgALSJAEZjpg3LZkc6Jz3u9IwQ804Q01E4w8g==\)](#)

Teaching Practice - Opening through Guided Practice

Oct

28

Due: Friday, Oct 28 at 11:59 pm

Video record yourself teaching the opening through the guided practice portions of your lesson. Upload the video to GoReact. To do this first click on the green "Launch Learning Module" button, then click "Start Assignment." Type a title of your video and your name then upload your video (note: the file size limit for uploading videos is 2 gb) or record your video directly from this point, if the device you are using has video and audio recording capability.

Watch your video in GoReact, practice placing your flags on the parts of the lesson (opening, model, guided practice, and praise), make at least 3 constructive comments, and score yourself according to the student rubric embedded in GoReact.

Quiz 2

Oct

29

Due: Saturday, Oct 29 at 11:59 pm

This quiz will be on the readings up until this point (Chapters 4, 5, & 6 of the Prater Text). Each question is worth 1 point each and there are 10 questions. The quiz is open note (your personal hand written notes) but closed book. Good luck!

Opening through Closing Lesson Plan

Nov

04

Due: Friday, Nov 04 at 11:55 pm

With your practicum partner:

Using information from your practicum setting, work with your practicum partner to fill out THE ENTIRE TEMPLATE (OPENING THROUGH CLOSING).

*You must use a different student or a different IEP goal for this assignment so you get practice writing PLAAFPs and MAGs. However, you should use the feedback from the TAs to improve your template each time. Each person should upload the assignment in learning suite.

FILL OUT THE ENTIRE TEMPLATE (OPENING THROUGH CLOSING)!!

Explicit Instruction Lesson Plan TEMPLATE.2020 3.0.docx [Download \(plugins/Upload/fileDownload.php?fileId=055314c1-wMZV-vOwH-Ghal-frcf7237b5f7&pubhash=m1eE3dTwxO7CXnIVOHHivf2yRusvnlZZRhgUrsnarDoLL2SOsgALSJAEZjpg3LZkc6Jz3u9IwQ804Q01E4w8g==\)](#)

Teaching Practice - Opening through Independent Practice

Nov

11

Due: Friday, Nov 11 at 11:59 pm

Video record yourself teaching the opening through the independent practice portions of your lesson. Upload the video to GoReact. To do this first click on the green "Launch Learning Module" button, then click "Start Assignment." Type a title of your video and your name then upload your video (note: the file size limit for uploading videos is 2 gb) or record your video directly from this point, if the device you are using has video and audio recording capability.

Watch your video in GoReact, practice placing your flags on the parts of the lesson (opening, model, guided practice, and praise), make at least 3 constructive comments, and score yourself according to the student rubric embedded in GoReact.

Quiz 3**Nov
12**

Due: Saturday, Nov 12 at 11:59 pm

This quiz will be on the readings and class discussions of chapters 7, 8, & 9 of the Prater Text. The quiz is worth 10 points with two extra credit points. The quiz is open note (your personal hand written notes) but closed book. Good luck!

Presentation Participation**Nov
16**

Due: Wednesday, Nov 16 at 11:59 pm

Participate in your group presentation on Learning Strategies.

Teaching Practice - Opening through Closing**Nov
21**

Due: Monday, Nov 21 at 11:59 pm

Video record yourself teaching the opening through the closing of your lesson. Upload the video to GoReact. To do this first click on the green "Launch Learning Module" button, then click "Start Assignment." Type a title of your video and your name then upload your video (note: the file size limit for uploading videos is 2 gb) or record your video directly from this point, if the device you are using has video and audio recording capability.

Watch your video in GoReact, practice placing your flags on the parts of the lesson (opening, model, guided practice, and praise), make at least 3 constructive comments, and score yourself according to the student rubric embedded in GoReact.

CPSE 452 Final - Effective Teaching Practice Presentation**Nov
28**

Due: Monday, Nov 28 at 12:30 pm

Research-based Presentation on an Effective Teaching Practice

We have covered a lot of topics in class and you have seen a lot of things in your practicum placements. This would give you an opportunity to pick a topic you are interested in, and become the 'expert' and teach the rest of the class (going more in-depth on your topic).

A note on selecting a topic; pick a topic that you can cover effectively in the allotted time, e.g., the topic "Explicit Instruction" may be too broad, while a topic like "behavior specific praise" or "unison responding" may be a more manageable for the time you have.

Instructions

Prepare a class presentation on an effective teaching practice we have discussed in class or that you have seen in one of your practicum settings.

Sign up for **both** a date and a topic at the following link - [Sign-up \(https://docs.google.com/document/d/1xWXqAHrrkzLrag4wE8gEHbsnblAVP3qUaOAMiMtRTIQ/edit?usp=sharing\)](https://docs.google.com/document/d/1xWXqAHrrkzLrag4wE8gEHbsnblAVP3qUaOAMiMtRTIQ/edit?usp=sharing)

Create a 7-8 minute PowerPoint, Keynote, Google Slides, or Nearpod Research-based Presentation on your topic. The presentation should include the following sections:

- Define/describe your topic, e.g., what it is?
- Historical context
- Why does it matter?
- Examples on how to embed into a mild/moderate special education classroom
- I would recommend this practice under the following conditions
- Reference Page APA 7th edition format (last slide)
 - Include 5 references
 - 2 peer reviewed research articles (e.g., example journals include: Exceptional children, Learning Disability Research and Practice).
 - 2 from either of our textbooks
 - 1 article from a practitioner oriented journal **or** a website
 - Practitioner journals examples:
 - Teaching Exceptional Children
 - Beyond Behavior
 - Example Websites:
 - <https://highleveragepractices.org> (<https://highleveragepractices.org/>)
 - <https://cedar.education.ufl.edu/high-leverage-practices> (<https://cedar.education.ufl.edu/high-leverage-practices/>)
 - <https://iris.peabody.vanderbilt.edu> (<https://iris.peabody.vanderbilt.edu>)
 - <https://explicitinstruction.org> (<https://explicitinstruction.org/>)
 - Or other similar scientific based or research based website.

Deliver your presentation to the class via zoom on one of the four presentation days. Your presentation should:

- Be engaging
- Use visuals
- Use examples
- Use time well and stay within 7-8 minutes
- Include an interactive component for the class (e.g., discussion questions, answering on a piece of paper and holding it up in zoom, etc.)
- Discuss what high-leverage practices are used in this teaching practice (if applicable)?
- Media/Videos may be used [not required], but it should be relevant and no more than a minute or so in length

Student Course Evaluation

08

Due: Thursday, Dec 08 at 11:59 pm

Fill out the student course evaluation and just make a comment here in learning suite to say that you did it.

EX: "done" "complete" "did it" etc..

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.

Schedule

Date	Class Discussion	To Do Before Next Class	Assignments Due
Week 1			
M Aug 29 Monday	Introduction and course overview	<p>Please purchase the following textbooks for this class.</p> <p>Teaching students with High-Incidence Disabilities: Strategies for Diverse Classrooms - by Mary Anne Prater</p> <p>Explicit Instruction: Effective and Efficient Teaching - by Anita Archer and Charles Hughes</p>	
W Aug 31 Wednesday		<p>Explicit Instruction: Chapter 1 - Exploring the Foundations of Explicit Instruction</p> <p>Explicit Instruction Chapter 1.pdf Download</p>	
Week 2			
M Sep 05 Monday	Labor Day		
W Sep 07 Wednesday		Teaching Students with High-Incidence Disabilities: Ch. 1 - Learner Characteristics and Special Education Laws	
Week 3			
M Sep 12 Monday		Explicit Instruction: Chapter 2	
W Sep 14 Wednesday		Teaching Students with High-Incidence Disabilities: Ch. 2	
Week 4			
M Sep 19 Monday		Explicit Instruction: Chapter 3	

W Sep 21 Wednesday		<p>DO NOT WORRY ABOUT THE PRATER READINGS!!!</p> <p>Just complete the following readings/activities before class on Wednesday about PLAAFPs and Goals so that we can have a more productive class meeting:</p> <p>*make sure you scroll all the way to the bottom of each page*</p> <ul style="list-style-type: none"> • Page 6: High-Quality PLAAFP Statements • Page 7: Challenging, Ambitious, Measurable Annual Goals • Page 10: Substantive Requirements: Common Errors 	
Th Sep 22 Thursday			
Week 5			
M Sep 26 Monday		Reading - Explicit Instruction: Chapter 6 (Class Lecture - Explicit Instruction Chapters 6/7)	
T Sep 27 Tuesday			Opening Lesson Plan
W Sep 28 Wednesday	Explicit Instruction Ch. 3 & Teaching Students with High Incidence Disabilities Ch. 3; i.e., readings from last week).	Reading - Explicit Instruction: Chapter 7	
Week 6			
M Oct 03 Monday		Explicit Instruction: Chapter 4	Explicit Instruction GoReact Practice
W Oct 05 Wednesday	Explicit Instruction Ch. 4 & 5	Explicit Instruction: Chapter 5	
F Oct 07 Friday			Opening through

			Modeling Lesson Plan
Week 7			
M Oct 10 Monday		Explicit Instruction: Chapter 8	Teaching Practice - Lesson Opening
W Oct 12 Wednesday			
F Oct 14 Friday			Opening through Guided Practice Lesson Plan
Week 8			
M Oct 17 Monday		Teaching Students with High-Incidence Disabilities: Ch. 4	
W Oct 19 Wednesday		Teaching Students with High-Incidence Disabilities: Ch. 5	
F Oct 21 Friday			Teaching Practice - Opening and Model
Week 9			
M Oct 24 Monday		Teaching Students with High-Incidence Disabilities: Ch. 6	Opening through Independent Practice Lesson Plan
W Oct 26 Wednesday		Teaching Students with High-Incidence Disabilities: Ch. 7	
F Oct 28 Friday			Teaching Practice - Opening through Guided Practice
Week 10			
M Oct 31 Monday		Teaching Students with High-Incidence Disabilities: Ch. 8	
W Nov 02 Wednesday		Teaching Students with High-Incidence Disabilities: Ch. 9	
F Nov 04 Friday			Opening through Closing Lesson Plan
Week 11			
W Nov 09 Wednesday		Teaching Students with High-Incidence Disabilities: Ch. 10	
F Nov 11 Friday			Teaching Practice -

			Opening through Independent Practice
Sa Nov 12 Saturday			
Week 12			
M Nov 14 Monday		Teaching Students with High-Incidence Disabilities: Ch. 11	
W Nov 16 Wednesday		Teaching Students with High-Incidence Disabilities: Ch. 12	
Week 13			
M Nov 21 Monday	Preparation Day for Final Presentations - NO CLASS!		Teaching Practice - Opening through Closing
T Nov 22 Tuesday	Friday Instruction		
W Nov 23 Wednesday	No Classes Thanksgiving Break		
Week 14			
M Nov 28 Monday	Final Presentations		
W Nov 30 Wednesday	Final Presentations		
Week 15			
M Dec 05 Monday	Final Presentations		
W Dec 07 Wednesday	Final Presentations		
Th Dec 08 Thursday	Final Exam: TBA TBA 11:00am - 2:00pm		Student Course Evaluation
Week 16			
M Dec 12 Monday	First Day of Fall Final Exams (12/12/2022 - 12/16/2022)		