

## Instructor/TA Info

### Instructor Information

**Name:** Shauna Raby

**Office Location:** Teacher Education

**Email:** shaunarraby@gmail.com

## Course Information


### Description

Curriculum and instruction for students with severe special needs including adaptations, accommodations, transition, lesson planning, and teaching techniques.

### Prerequisites

Acceptance into the BYU Special Education Program, Severe cohort

### Materials

	Item	Price (new)	Price (used)
	<u>More Language Arts, Math, and Science for Students with Severe Disabilities - Required</u> by Browder, D	54.95	41.25

### Grading Scale

Grades	Percent
A	93%
A-	90%
B+	86%
B	83%
B-	80%
C+	76%
C	73%
C-	70%
D+	66%
D	63%
D-	60%
E	0%

### Learning Outcomes

**Standards-based planning**

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

**Instruction**

2. Use research-supported methods for academic and nonacademic instruction of individuals with severe disabilities.

**Lesson planning**

3. Create assessment-based lesson plans including appropriate adaptations and technology for individuals with disabilities and from diverse backgrounds.

**Instructional decisions**

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

**Grading Policy**

Late assignments will receive 10% off each day they are late. Assignments are due at the beginning of class.

Completing assignments in a timely fashion is a necessary skill for success in this course, this major and your future career. Any level of dishonesty in your coursework could result in failing the course entirely. Within

reason, accommodations may be made to the extent it will not effect the integrity of the course. Letters from The Accessibility Center must be submitted prior to any accommodations being made.

Per University Policy, all assignments are due by the last day of class.

**USOE Teacher Candidate Grade and Retention Rule**

Candidates must have grades of C or better and a total BYU GPA of 3.0 in all courses required for a teaching major to be recommended for licensure in Utah. Students must meet these requirements to be admitted to and remain in a teaching major and to student teach. If students do not meet the requirements, they may change their major or retake courses until they meet the requirements.

**Participation Policy**

Students will be graded on their participation level in class including: Plan to actively participate in class and group discussions and please do not participate in activities that may be distracting to others and that do not pertain to the topic for class that day.

**Attendance Policy**

Students are expected to attend each class period, come on time and stay the full duration. Being in class is a critical part of your knowing the content. If you need to miss class for any reason, please do not expect to earn the same amount of points as your peers who are present.

**Assignments****Assignment Description****Person-first Language**

Aug  
29

Due: Monday, Aug 29 at 11:59 pm

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

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

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

The second paragraph will be a summary of the opinion presented by Kathie Snow, A Few Words

About People First Language found at:

[http://tinymiracleslearning.com/yahoo\\_site\\_admin/assets/docs/People\\_first\\_Language.7691708.pdf](http://tinymiracleslearning.com/yahoo_site_admin/assets/docs/People_first_Language.7691708.pdf)

([http://tinymiracleslearning.com/yahoo\\_site\\_admin/assets/docs/People\\_first\\_Language.7691708.pdf](http://tinymiracleslearning.com/yahoo_site_admin/assets/docs/People_first_Language.7691708.pdf))

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

Submit through Learning Suite by the end of class.

### Study Guide 1

Sep  
07

Due: Wednesday, Sep 07 at 11:59 pm

Copy of the chapter is in Content - Materials

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read about anything that you have seen in a classroom or in practicum? Describe. Then write and answer one question that describes one of the main takeaways from the chapter.

Chapter Assignment: *Explicit Instruction: Effective and Efficient Teaching*, Chapter 5 Organizing for Instruction

#### Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		2
Study guide consists of at least one page of notes, one reflection and one question with an answer		10
Question and responses reflect good thought and depth		4
Answers are complete		2
Study guides reflects the entire chapter		2
<b>TOTAL</b>		<b>20</b>

2) Complete the *Evaluating the Physical Organization of the Classroom: Setting the Stage* form for your practicum placement

**REPRODUCIBLE C**  
**Organizing for Instruction**  
*(Chapter 5)*

**Organizing the physical space**

1. Have you designated areas for specific activities (e.g., whole-group instruction, small-group instruction, class gatherings on rug, free-choice area, quiet reading area, computer lab)?	Yes	No
2. In instructional areas, are students in close proximity to you?	Yes	No
3. Have you created seating charts and assigned seats?	Yes	No
4. In instructional areas, are students facing you?	Yes	No
5. During instruction, can students easily share answers with partners or team members?	Yes	No
6. Have you arranged your instructional materials for easy retrieval?	Yes	No
7. Are the student materials needed during instruction or independent work easily retrievable?	Yes	No
8. Have students been taught organization skills (e.g., notebooks, folders, assignment calendar)?	Yes	No
9. Can you move quickly and easily around the room, monitoring students without the interference of physical barriers?	Yes	No
10. Can you see all parts of the room and all students?	Yes	No
11. Have you displayed material on the classroom walls that supports instruction (e.g., class calendar, vocabulary words, strategy posters, rubrics, reference material, rule/guideline poster, notices)?	Yes	No
12. Have you displayed student work?	Yes	No
13. Is your classroom orderly?	Yes	No

**3) Bring a map of your practicum placement****Task Analysis**

**Sep**  
**12**

Due: Monday, Sep 12 at 11:59 pm

**5 Steps****Explicit Instruction Lesson Plan 1**

**Sep**  
**17**

Due: Saturday, Sep 17 at 11:59 pm

Explicit Instruction Lesson Plan TEMPLATE.2020 3.0.pdf [Download \(plugins/Upload/fileDownload.php?fileId=704c6dc0-7SjD-p1I5-BI7F-Vx46235c426a&pubhash=YgcAZloO0esg04iaOfiz-NrAxPEcMzillqoMCRk3DAqcjHDHtkx6\\_7EIR4eI7nudsivkJRL2z6a8LSeVbZj2FQ==\)](#)

LessonPlan\_Feedback.docx [Download \(plugins/Upload/fileDownload.php?fileId=bc9802dc-pi0R-Cub0-ziga-oSa51ecff1a6&pubhash=3GHwU8OYPSyj\\_c93czXmt1e-IIGSEfisjF5-P0Z\\_ZC4YhyVdO63yktPlqRx0KQZJ5bf3RzXdyFNuEFINpeOqYg==\)](#)

For this assignment you will write an opening for a lesson that would be appropriate for your practicum placement (can be individual student, small group or whole class).

**Explicit Instruction Lesson Plan 2**

**Sep**  
**20**

Due: Tuesday, Sep 20 at 11:59 pm

Write as much of the entire lesson plan as you can: graded on opening & modeling only  
 Explicit Instruction Lesson Plan EMPLATE.2020 3.0.pdf [Download \(plugins/Upload/fileDownload.php?fileId=60fef161-oaln-zdQh-R7Qf-lw3ea743c6b1&pubhash=0vqgDmujuv6rdYzII4U4w5XZf0-CjZEXfGTdexRvXFRhM8QKI\\_YoMVWi4nwQCill3Qt-hiunFvI II T703I .liRP9nQ==\)](#)

[Download \(plugins/Upload/fileDownload.php?fileId=3b9b0d0b-flGZ-Q1kC-RUAc-Wdcf097bab55&pubhash=AtSXQyrbtoWABRIeq3QiEQYyF7NY-MtHTLM74Q-YersOw-C\\_sRRi-w62fCi-Mbm3lvOd-Z0IMwf6GIRwMfXynQ==\)](#)

LessonPlan\_Feedback.docx [Download \(plugins/Upload/fileDownload.php?fileId=3b9b0d0b-flGZ-Q1kC-RUAc-Wdcf097bab55&pubhash=AtSXQyrbtoWABRIeq3QiEQYyF7NY-MtHTLM74Q-YersOw-C\\_sRRi-w62fCi-Mbm3lvOd-Z0IMwf6GIRwMfXynQ==\)](#)

### Explicit Instruction Lesson Plan 3

Sep  
26

Due: Monday, Sep 26 at 11:59 pm

Write the entire lesson plan: Graded on Opening, Modeling, and Guided Practice  
Explicit Instruction Lesson Plan EMPLATE.2020 3.0.pdf [Download \(plugins/Upload/fileDownload.php?fileId=60fef161-oaln-zdQh-R7Qf-lw3ea743c6b1&pubhash=0vqgDmujuv6rdYzll4U4w5XZf0-CjZEXfGTdexRvXFRhM8QKI\\_YoMVWi4nwQCill3Qt-bunEyULT703LJjBP9gQ==\)](#)

LessonPlan\_Feedback.docx [Download \(plugins/Upload/fileDownload.php?fileId=3b9b0d0b-flGZ-Q1kC-RUAc-Wdcf097bab55&pubhash=AtSXQyrbtoWABRIeq3QiEQYyF7NY-MtHTLM74Q-YersOw-C\\_sRRi-w62fCi-Mbm3lvOd-Z0IMwf6GIRwMfXynQ==\)](#)

### Parent Questions

Sep  
28

Due: Wednesday, Sep 28 at 11:59 pm

Please post at least one original question you might have for the parent/guardian of a child with a disability.

### Explicit Instruction Lesson Plan 4

Oct  
01

Due: Saturday, Oct 01 at 11:59 pm

Write the entire lesson plan: Graded on Opening, Modeling, Guided Practice, and Independent Practice.

Explicit Instruction Lesson Plan EMPLATE.2020 3.0.pdf [Download \(plugins/Upload/fileDownload.php?fileId=60fef161-oaln-zdQh-R7Qf-lw3ea743c6b1&pubhash=0vqgDmujuv6rdYzll4U4w5XZf0-CjZEXfGTdexRvXFRhM8QKI\\_YoMVWi4nwQCill3Qt-bunEyULT703LJjBP9gQ==\)](#)

LessonPlan\_Feedback.docx [Download \(plugins/Upload/fileDownload.php?fileId=3b9b0d0b-flGZ-Q1kC-RUAc-Wdcf097bab55&pubhash=AtSXQyrbtoWABRIeq3QiEQYyF7NY-MtHTLM74Q-YersOw-C\\_sRRi-w62fCi-Mbm3lvOd-Z0IMwf6GIRwMfXynQ==\)](#)

### Explicit Instruction Lesson Plan 5

Oct  
04

Due: Tuesday, Oct 04 at 11:59 pm

Write the entire lesson plan: Graded on Opening, Modeling, Guided Practice, Independent Practice, and Closing.

Explicit Instruction Lesson Plan EMPLATE.2020 3.0.pdf [Download \(plugins/Upload/fileDownload.php?fileId=60fef161-oaln-zdQh-R7Qf-lw3ea743c6b1&](#)

[pubhash=0vqgDmujuv6rdYzll4U4w5XZf0-CjZEXfGTdexRvXFRhM8QKI\\_YoMVWi4nwQCill3Qt-bunEyULT703LJjBP9gQ==\)](#)

LessonPlan\_Feedback.docx [Download \(plugins/Upload/fileDownload.php?fileId=3b9b0d0b-flGZ-Q1kC-RUAc-Wdcf097bab55&pubhash=AtSXQyrtoWABRIeq3QiEQYyF7NY-MtHTLM74Q-YersOw-C\\_sRRi-w62fCi-Mbm3lvOd-Z0IMwf6GIRwMfXynQ==\)](#)

### Explicit Instruction Video Observation

Oct  
12

Due: Wednesday, Oct 12 at 11:59 pm

#### Explicit Instruction

- Go to: <https://www.dropbox.com/sh/b4zitzvr2t2gpfq/AACVzSV2rqInYzysh-k21jPNa?dl=0>  
(<https://www.dropbox.com/sh/b4zitzvr2t2gpfq/AACVzSV2rqInYzysh-k21jPNa?dl=0>)
- Watch video 1.mp4 and video 2.mp4 (one with a partner & discuss, one by yourself)
- Fill out a Direct Instruction Feedback Form (including highlighting the expectations demonstrated--bullet points below sections but above feedback) for each of the videos. Do the form with a partner for the one you watched together; do the form by yourself for the one that you watched by yourself.
- LessonPlan\_Feedback.docx [Download \(plugins/Upload/fileDownload.php?fileId=3b9b0d0b-flGZ-Q1kC-RUAc-Wdcf097bab55&pubhash=AtSXQyrtoWABRIeq3QiEQYyF7NY-MtHTLM74Q-YersOw-C\\_sRRi-w62fCi-Mbm3lvOd-Z0IMwf6GIRwMfXynQ==\)](#)
- Write a one page reflection for the video that you **watched by yourself** on how the elements of Explicit Instruction from the video were or were not achieved. Consider:
  - **Opening:** objective stated, rationale, rules stated
  - **Model:** instructions clearly stated and demonstrated, adequate number of examples provided, check for understanding included and appropriate
  - **Guided Practice:** Group responses, all students actively engaged, data was taken and used to inform instruction, prompts were faded, opportunities to respond, sufficient number of exercises and praise
  - **Independent Practice:** Opportunity for students to use skill **independently** is provided, data was taken and used to inform instruction, opportunities to respond, sufficient number of exercises and praise
  - **Closing:** Statements are made in regards to how students performed academically and behaviorally during the lesson, how this lesson connects to the next is explained and smooth transitions to the next activity
  - **Overall:** Alignment from Objective to Model to GP to IP? What went really well? What could be strengthened?

**Submit both Lesson Feedback Forms & your one page reflection.**

#### Midterm

Oct  
26

Due: Wednesday, Oct 26 at 11:59 pm

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Midterm Exam Open 10/24 at 11:59 am Closes 10/26 at 11:59 pm

### Chapter Discussion Leader (Slide Presentation)

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**Oct**  
**31**

Due: Monday, Oct 31 at 11:59 pm

Create and upload your slideshow chapter summary for the chapter in *More Languages Arts, Math and Science for Students with Severe Disabilities* which you selected to be the discussion leader.  
(Include the 2-3 questions asked to the class)

Points -

Presentation of Summary: 10

- Engaging
- Accurate
- Focused on most important points
- Opportunities for discussion

Questions for Other Students & Discussion: 7

Slide Show: 3

### Study Guide 2

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**Nov**  
**02**

Due: Wednesday, Nov 02 at 11:59 am

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read about anything that you have seen in a classroom or in practicum? Describe. Then write and answer one question that describes one of the main takeaways from the chapter.

Uncommon Sense Teaching Ch. 1.pdf [Download \(plugins/Upload/fileDownload.php?fileId=6a09fbe4-qwFN-osol-hqCe-Jb7e22ae6b37&pubhash=co5PjWHBW9rRs9H0-H0-ED0z1QNwxsVMfp\\_JQvWFqnko6DZqXnfmcDUBaswV0R4pG40oLpEC9NSBO2QUfm3uQ==\)](#)

Complete & Submit Study Guide #2 by 11:59 am

### Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1

Answers are complete		1
Study guides reflects the entire chapter		1
<b>TOTAL</b>		<b>10</b>

### Study Guide 3

**Nov  
07**

Due: Monday, Nov 07 at 11:59 pm

In-class Assignment:

Read Chapter 13: Westling, D. L., Carter, E. W., Da Fonte, A., Kurth, J. A. (2021). Teaching Students with Severe Disabilities (6th edition). Pearson

Chapter 13 Fostering Friendships .pdf [Download \(plugins/Upload/fileDownload.php?fileId=f2be4332-6HgY-Tdwp-AZxf-xp8f24d1dafa&pubhash=GKgO6aiPzFvFtsRh-bWvftBuEIP2KFhntt0v7hC0mUbLalvioMwlBffes5Q3q\\_-4Q8x7D4SU\\_tA2zUMoXK3pKA==\)](#)

For this study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read about anything that you have seen in a classroom or in practicum? Describe. Then write and answer one question that describes one of the main takeaways from the chapter.

#### Text Reading Study Guide Rubric:

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Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
<b>TOTAL</b>		<b>10</b>

### IRIS Module Takeaways

**Nov  
21**

Due: Monday, Nov 21 at 11:59 pm

Carefully go through each of the 3 assigned modules. Write down 5 takeaways (for a total of 15 takeaways, 2 points each)



Example takeaways:

conclusion, impression, action point, something of benefit, main point

## Final Presentation

Nov  
28

Due: Monday, Nov 28 at 11:59 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).

This should be a topic that has to do with curriculum and learning. It should not be something that you have prepared to fill a requirement in another class.

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.

Create a 15 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 special education classroom/setting
- I would recommend this practice under the following conditions...
- Reference Page APA 7th edition format (Guidelines included in Content)
  - Include 5 references
    - 2 peer reviewed research articles (e.g., example journals include: Exceptional children, Learning Disability Research and Practice). This could include our textbook.
    - 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 on one of the four presentation days. Your presentation should:

- Be engaging
- Use visuals
- Use examples
- Use time well and stay within 12-15 minutes
- Include an interactive component for the class (e.g., discussion questions, hands on activity, demonstration that involves class members.)
- 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

\*\*\*Slide show to be uploaded by 11/28 at 11:59 pm\*\*\*

Final Presentation Sign up (<https://docs.google.com/document/d/1CB4lqBC59kL7ZZQBkxrvxvMTiGtSpLziz3oyZcF1WLM/edit?usp=sharing>)

#### Extra Credit (Teacher Rating)

Dec  
08

Due: Thursday, Dec 08 at 11:59 pm

#### Attendance and Participation

Dec  
08

Due: Thursday, Dec 08 at 11:59 pm

## Schedule

Date	Column 1	Column 2
Week 1		
M Aug 29 Monday	<p>Introduction to CPSE 453</p> <p>Sign up for Prayer, Devotional (Please sign up for two prayers and two devotionals):</p> <p><a href="https://docs.google.com/document/d/1qdu80ad0rE2vArNnQMfO4udeLWIUgco0eVtl-AevDVg/edit?usp=sharing">https://docs.google.com/document/d/1qdu80ad0rE2vArNnQMfO4udeLWIUgco0eVtl-AevDVg/edit?usp=sharing</a></p> <p>Sign up to be Chapter Discussion Leader (Same link as above)</p> <p>Person First Language</p>	

W Aug 31 Wednesday	Explicit Instruction - Foundations & Research	Thought: Katelyn Prayer: Ally
Week 2		
M Sep 05 Monday	<b>Labor Day</b> LABOR DAY	
W Sep 07 Wednesday	State Core & Extended Core (Content - Resources) Links to USBE Core & Extended Core Explicit Instruction - IEP Goals & Task Analysis	<b>Due Today 9/7</b>  Read <i>Explicit Instruction</i> Ch Complete & Submit <i>Study G</i>
Sa Sep 10 Saturday		
Week 3		
M Sep 12 Monday	Explicit Instruction - Opening Task Analysis  Thought: Macy Prayer: Maddie Discussion leader: Siena	Read and be prepared to dis Math, and Science for Stude Chapter1.CPSE453.pdf <a href="#">Do</a>  SIGN UP FOR PRACTICUM  <a href="https://docs.google.com/document/d/1DDWEJNKxnbRFAzOeC/edit?usp=sharing">https://docs.google.com/doc /d/1DDWEJNKxnbRFAzOeC /edit?usp=sharing</a>

W Sep 14 Wednesday	<div>Classroom Organization</div> <div>Learning Target</div> <div>Core Standards and Essential Elements</div> <div>DLM_Essential_Elements_Math.pdf Download</div> <div>DLM_Essential_Elements_ELA.pdf Download</div> <div>Teaching the Essential Elements to Students with Significant Cognitive Disabilities.pdf Download</div> <div>Thought: Lexi</div> <div>Prayer: Ally</div> <div>Discussion Leader: Myan</div>	<div>Read and be prepared to discuss Math, and Science for Students Chapter 2 CPSE453_Chapter 2</div> <div>- Complete the <i>Evaluating the Classroom: Setting the Stage</i> placement (Found under Classroom Organization)</div> <div>REPRO</div> <div>Organizing the Classroom (Chapter 2)</div> <div>Organizing the physical space</div> <table><tr><td>1. Have you designated areas for specific activities: instruction, class gatherings on rug, free-choice?</td></tr><tr><td>2. In instructional areas, are students in close proximity?</td></tr><tr><td>3. Have you created seating charts and assigned students?</td></tr><tr><td>4. In instructional areas, are students facing you?</td></tr><tr><td>5. During instruction, can students easily share and access materials?</td></tr><tr><td>6. Have you arranged your instructional materials in a way that is accessible to all students?</td></tr><tr><td>7. Are the student materials needed during instruction easily accessible?</td></tr><tr><td>8. Have students been taught organization skills (calendar)?</td></tr><tr><td>9. Can you move quickly and easily around the room without interference of physical barriers?</td></tr><tr><td>10. Can you see all parts of the room and all students?</td></tr><tr><td>11. Have you displayed material on the classroom wall (calendar, vocabulary words, strategy posters, notices)?</td></tr><tr><td>12. Have you displayed student work?</td></tr><tr><td>13. Is your classroom orderly?</td></tr></table> <div>- Bring a map of your practice classroom</div>	1. Have you designated areas for specific activities: instruction, class gatherings on rug, free-choice?	2. In instructional areas, are students in close proximity?	3. Have you created seating charts and assigned students?	4. In instructional areas, are students facing you?	5. During instruction, can students easily share and access materials?	6. Have you arranged your instructional materials in a way that is accessible to all students?	7. Are the student materials needed during instruction easily accessible?	8. Have students been taught organization skills (calendar)?	9. Can you move quickly and easily around the room without interference of physical barriers?	10. Can you see all parts of the room and all students?	11. Have you displayed material on the classroom wall (calendar, vocabulary words, strategy posters, notices)?	12. Have you displayed student work?	13. Is your classroom orderly?
1. Have you designated areas for specific activities: instruction, class gatherings on rug, free-choice?															
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11. Have you displayed material on the classroom wall (calendar, vocabulary words, strategy posters, notices)?															
12. Have you displayed student work?															
13. Is your classroom orderly?															
Sa Sep 17 Saturday		Explicit Instruction lesson plan													
Week 4															
M Sep 19 Monday	<div>Explicit Instruction - Body, Scripted Lesson (I do)</div> <div>Thought: Lexi</div> <div>Prayer: Caleigh</div> <div>Discussion Leader: Ally</div>	<div>Read and be prepared to discuss Math, and Science for Students Chapter 3</div> <div>PDFChapter3.pdf Download</div> <div>Explicit Instruction Lesson Plan</div>													
T Sep 20 Tuesday															

W Sep 21 Wednesday	<p>Explicit Instruction: Guided Practice High Rates of Responses</p> <p>Prayer: Carly Thought: Ally Discussion Leader: Elliott</p>	<p>Read and be prepared to dis Math, and Science for Stude Chapter 4</p> <p>Explicit Instruction Lesson P</p>
F Sep 23 Friday		
Sa Sep 24 Saturday		
Week 5		
M Sep 26 Monday	<p>Explicit Instruction - Independent Practice &amp; Closing</p> <p>Chaining</p> <p>Prayer: Lexi Thought: Caleigh Discussion Leader: Katelynn</p>	<p>Read and be prepared to dis Math, and Science for Stude Chapter 5</p> <p>Explicit Instruction Lesson P</p>
T Sep 27 Tuesday		
W Sep 28 Wednesday	<p>Prompting Students <a href="#">Prompting_Tips.pdf</a> <a href="#">Download</a> Affirmative &amp; Corrective Feedback</p> <p>Prayer: Macy Thought: Savannah Discussion Leader: Jessica</p>	<p>Read and be prepared to dis Math, and Science for Stude Chapter 6</p> <p>Question for the parent/guar Due</p>
Sa Oct 01 Saturday		
Week 6		

M Oct 03 Monday	<p>Prompting_Tips.pdf <a href="#">Download</a></p> <p>Checking for Understanding, Formative Assessment and Collecting Data</p> <p>Prayer: Jessica Thought: Lexi</p>	<p>Read and be prepared to discuss Math, and Science for Students Chapter 7</p> <p>Explicit Instruction Lesson Plan</p>
T Oct 04 Tuesday		
W Oct 05 Wednesday	<p>Parent Interview</p> <p>Prayer: Ally Thought: Maddie Discussion Leader: Carly</p>	<p>Read and be prepared to discuss Math, and Science for Students Chapter 8</p>
Sa Oct 08 Saturday		
Week 7		
M Oct 10 Monday	<p>Explicit Instruction Assignment: Watch the videos, fill out feedback form Explicit_Instruction_Feedback.docx EI Lesson Observation Form.pdf <a href="#">Download</a></p> <p>Prayer: Katelyn Thought: Elliott Discussion Leader: Macy Discussion Leader: Maddie (Chapter 7)</p>	<p>Read and be prepared to discuss Math, and Science for Students Chapter 9</p>

W Oct 12 Wednesday	<p>Assessment for Learning</p> <p>Inclusion/Mainstreaming/Belonging</p> <p>10 Ways to Help Those with Disabilities Feel a Sense of Belonging - Church News and Events.pdf <a href="#">Download</a></p> <p>Prayer: Elliott</p> <p>Thought: Macy</p> <p>Discussion Leader: Leah</p>	<p>Read and be prepared to discuss Math, and Science for Students Chapter 10</p> <p>CPSE 453 Midterm Study Guide</p>
Sa Oct 15 Saturday		
Week 8		
M Oct 17 Monday	<p>Six Principles of IDEA--IEP: PLAAFP</p> <p>Prayer: Savannah</p> <p>Thought: Carly</p> <p>Discussion Leader: Lexi</p>	<p>Read and be prepared to discuss Math, and Science for Students Chapter 11</p>
W Oct 19 Wednesday	<p>Six Principles of Special Education--IEP: MAG</p> <p>Prayer: Myan</p> <p>Thought: Jessica</p> <p>Discussion Leader: Savannah</p>	<p>Read and be prepared to discuss Math, and Science for Students Chapter 12</p>
Sa Oct 22 Saturday		
Week 9		
M Oct 24 Monday	<p>No On-campus Class: Midterm Exam</p> <p>Open 10/24 at 11:59 am</p>	

	Closes 10/26 11:59 pm	
W Oct 26 Wednesday	<p>IEPs - Modification &amp; Accommodations</p> <p>Blooms Taxonomy</p> <p>Specially-designed Instruction</p> <p>Prayer: Elliott</p> <p>Thought: Leah</p> <p>Discussion Leader: Rylie</p>	Read and be prepared to discuss Math, and Science for Students Chapter 13
Sa Oct 29 Saturday		
Week 10		
M Oct 31 Monday	<p>TEACCH</p> <p>Prayer: Myan</p> <p>Thought: Elliott</p> <p>Discussion Leader: Caleigh</p>	<p>Read and be prepared to discuss Math, and Science for Students Chapter 14</p> <p>All Discussion slide presentations</p>
W Nov 02 Wednesday	<p>DTT</p> <p>Science of Learning</p> <p>Prayer: Macy</p> <p>Thought: Maddie</p>	<p>Uncommon Sense Teaching</p> <p>Read <i>Uncommon Sense Teaching</i> Memory</p> <p>Complete &amp; Submit Study Guide</p> <p>preference assessment.pdf</p> <p>DTT Evaluation Form.png <a href="#">Download</a></p>
Week 11		



M Nov 07 Monday	<p>Sign-up for Final Presentation:</p> <p><a href="#">Sign Up Sheet</a></p> <p>Functional and Social Curriculum &amp; Communication-</p> <p>Read Chapter 13: Westling, D. L., Carter, E. W., Da Fonte, A., Kurth, J. A. (2021). Teaching Students with Severe Disabilities (6th edition). Pearson</p> <p>In-class Assignment - Study Guide #3</p> <p>Chapter 13 Fostering Friendships .pdf <a href="#">Download</a></p> <p>Final Example: 453 Final Presentation.pdf <a href="#">Download</a></p> <p>Prayer: Carly</p> <p>Thought: Rylie</p>	<p>Extra Resources:</p> <p><a href="#">Help_for_AuditoryProcessingHELP for Grammar.pdf</a> <a href="#">Download</a></p> <p><a href="#">StressScaleThermometer1.pdf</a> <a href="#">Download</a></p> <p><a href="#">Inference.pdf</a> <a href="#">Download</a></p> <p><a href="#">Listening and Processing Auditory No_Glam_Gram.pdf</a> <a href="#">Download</a></p> <p><a href="#">No_Glam_Gram2.pdf</a> <a href="#">Download</a></p> <p><a href="#">story-comp-to-go-2.pdf</a> <a href="#">Download</a></p>
W Nov 09 Wednesday	<p>Chaining</p> <p>UDL</p> <p>Embedded Instruction</p> <p>Social Stories</p> <p>Video Modeling</p> <p>Thought: Leah</p> <p>Prayer: Leah</p>	<p>Resources:</p> <p>Social Stories:</p> <p><a href="https://carolgraysocialstories.com/">https://carolgraysocialstories.com/</a></p> <p>Social Stories Examples:</p> <p><a href="https://carolgraysocialstories.com/wherever-i-go-girl.pdf">https://carolgraysocialstories.com/wherever-i-go-girl.pdf</a></p> <p>Make a booklet:</p> <p><a href="https://youtu.be/WSjyJo8h7qs">https://youtu.be/WSjyJo8h7qs</a></p> <p>Universal Design for Learning:</p> <p><a href="https://youtu.be/NL2xPwDrGgQ">https://youtu.be/NL2xPwDrGgQ</a></p> <p>Chaining:</p> <p><a href="https://www.youtube.com/watch?v=...">https://www.youtube.com/watch?v=...</a></p>

Sa Nov 12 Saturday		
Week 12		
M Nov 14 Monday	<p>Review: Jeopardy</p> <p>Prayer: Rylie</p> <p>Thought: Myan</p>	
W Nov 16 Wednesday	<p>No On-Campus Class:</p> <ul style="list-style-type: none"> <li>Evidence Based Practices (1) <a href="https://iris.peabody.vanderbilt.edu/module/ebp_01/">https://iris.peabody.vanderbilt.edu/module/ebp_01/</a></li> <li>Evidence Based Practices (2) <a href="https://iris.peabody.vanderbilt.edu/module/ebp_02/#content">https://iris.peabody.vanderbilt.edu/module/ebp_02/#content</a></li> <li>Evidence Based Practices (3) <a href="https://iris.peabody.vanderbilt.edu/module/ebp_03/#content">https://iris.peabody.vanderbilt.edu/module/ebp_03/#content</a></li> </ul> <p>Carefully go through the modules and turn in 5 takeaways from each module. Turn in on LS.</p>	
Week 13		
M Nov 21 Monday	No On-Campus Class: Work on Presentations	Iris Module Assignment due
T Nov 22 Tuesday	<b>Friday Instruction</b>	
W Nov 23 Wednesday	<b>No Classes</b>	
Week 14		
M Nov 28 Monday	<p>Final Presentations</p> <p>Thought:</p> <p>Prayer:</p>	ALL Final Presentation Slide by 11:59 pm

W Nov 30 Wednesday	Final Presentations  Thought: Prayer: Carly	
Week 15		
M Dec 05 Monday	Final Presentations  Prayer: Rylie Thought: Myan	
W Dec 07 Wednesday	Final Presentations  Thought: Rylie	
Th Dec 08 Thursday	<b>No Final Exam:</b> (For informational purposes only. 160 MCKB 11:00am - 2:00pm)	Teacher rating due for Extra
Week 16		
M Dec 12 Monday	<b>First Day of Fall Final Exams (12/12/2022 - 12/16/2022)</b>	
T Dec 13 Tuesday		

## 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

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.

### **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](mailto: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](mailto: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.

### **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 individual work without proper attribution is a serious form of plagiarism.

### **Respectful Environment**

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010