

Instructor/TA Info

Instructor Information

Blake Hansen: Blake Hansen

340-J MCKB: 340-J MCKB

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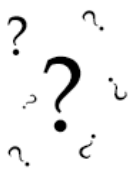
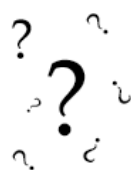
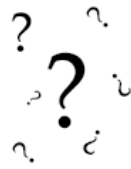
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Course Information

Description

This course prepares future elementary classroom teachers to understand how students with exceptionalities learn, and how to use basic strategies to meet their educational needs.

Materials

Item	Price (new)	Price (used)
 What Every Teacher Should Know About Adaptations... - <i>Optional</i> by Carter, N	24.99	18.75
Choose 1 of the following options:		
<i>Option 1: 1 Item</i>		
 Teaching in Today's Inclusive Classrooms 4e - <i>Required</i> by Gargiulo, R	188.00	141.00
OR Option 2: 1 Item		
 Teaching in Today's Inclusive Classrooms 3e - <i>Required</i> by Gargiulo, R	174.00	25.00

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.

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Grading Scale

Grades	Percent
A	95%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

Turn in assigned work on-time. Late work receives a 50% deduction.

Attendance Policy

Attendance in class is expected. You will receive a total of 3 points per class for attending.

Assignments**Assignment Descriptions****IRIS RTI Module**

Jan

31

Due: Wednesday, Jan 31 at 11:59 pm

<https://iris.peabody.vanderbilt.edu/module/rti01/><https://iris.peabody.vanderbilt.edu/module/rti02/>

Do the assessments at the end!

PLAAFP Worksheet**Feb****08**

Due: Thursday, Feb 08 at 7:00 pm

IN CLASS ASSIGNMENT

Chapter 1**Feb****16**

Due: Friday, Feb 16 at 5:00 pm

Open Book

Chapter 2**Feb****20**

Due: Tuesday, Feb 20 at 5:00 pm

Open Book

IRIS: Pre-Referral to Special Educaiton**Feb****22**

Due: Thursday, Feb 22 at 11:59 pm

Complete: The Pre-Referral Process IRIS ModuleComplete the module found [here \(https://iris.peabody.vanderbilt.edu/module/preref/#content\)](https://iris.peabody.vanderbilt.edu/module/preref/#content)<https://iris.peabody.vanderbilt.edu/module/preref/#content> (<https://iris.peabody.vanderbilt.edu/module/preref/>)

Submit your answers to the questions in the Initial Thoughts, Wrap-Up (revisiting initial thoughts), and Assessment sections.

Chapter 3**Feb****28**

Due: Wednesday, Feb 28 at 11:59 pm

Extra Credit - Cluff Lecture**Mar****14**

Due: Thursday, Mar 14 at 11:59 pm

IRIS Module: Autism**Mar****20**

Due: Wednesday, Mar 20 at 11:59 pm

<https://iris.peabody.vanderbilt.edu/module/asd1/>**Disability Awareness Assignment****Mar****21**

Due: Thursday, Mar 21 at 11:59 pm



Complete ONE of the following (you choose):

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

**Disability Awareness Assignment
Family History Assignment**

Summary of your inquiry

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

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

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

Provide a concise, clear summary of how you went about your inquiry including dates, times, persons interviewed or interacted with, methods for inquiry, questions asked, and what you learned. **(4 points)**

Reflection

Provide a well-developed reflection on your inquiry and analysis of your findings.

1. Describe your emotional, intellectual and behavioral responses to the exercise. How did the interview make you feel? What did it make you think? What did you want to do after conducting this interview? **(1.5 point)**
2. What has been discussed in class that ties into what you learned in the interview? Make direct reference to how you have integrated new understandings and made connections with class lectures, discussions, readings, and in-class activities. **(1.5 point)**
3. What did you learn about individuals with exceptionalities or cultural/personal response from completing this exercise? **(1.5 point)**
4. How do others in your family view this person with a disability? What is your perception of disabilities? **(1.5 point)**

- v. Your writing should have only minor errors in writing mechanics, including spelling, punctuation, and grammar. Good sentence and paragraph construction should be present. People first language is always used.

Analysis of Personal Interaction with an Individual with Disabilities

Summary of Interaction

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

Reflection/analysis of personal interaction

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

1. Describe your emotional, intellectual and behavioral responses to the interaction. How did this interaction make you feel? What did it make you think? What did you want to do after this interaction? **(2 points)**

2. What has been discussed in class that ties into what you experienced in this interaction and the comments you've made? What was your personal reaction to the interaction or connections you made with what you've experienced or learned? **(2 points)**
 3. Do you think people would have a more positive attitude about people with exceptionalities if they interacted with this individual? If so, explain why? What negative attitudes or beliefs about people with disabilities do you think might be subtly or not so subtly reinforced? **(2 points)**
 4. What did you learn about individuals with exceptionalities from this interaction? What is your perception of disabilities? **(2 points)**
 5. Did you notice other peoples' reactions to this person? What were their perceptions of this person with a disability? **(2 points)**
- v. Your writing should have only minor errors in writing mechanics, including spelling, punctuation, and grammar. Good sentence and paragraph construction should be present. People first language is always used.

Children's Literature Analysis*

*For this assignment, a list of Children's Literature that includes characters with disabilities can be found on Learning Suite under "Content" → "Disability Awareness Assignment" → Disability Awareness Assignment Book List. here: Please review one of the books on the list provided.

v. Summary of Analysis

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

Analysis

Your analysis should include the following:

- vi. The title and author of the book. **(2 points)**
- vii. A brief summary of the book. **(2 points)**
- iv. Analyze whether the information presented about the disabling condition is accurate. Be specific in providing examples from the book and comparing the information in the book with information available about the disabling condition. **(2 points)**
- v. Discuss how this book would influence children's perceptions of disability. **(2 points)**
- vi. Describe how you would use this book to teach about disabilities. Would you use this book in your class? If you would, explain why. If not, explain your reasons for not using the book. **(2 points)**

Chapter 13

Mar
21

Due: Thursday, Mar 21 at 11:59 pm

IRIS Behavior Module

Mar
28

Due: Thursday, Mar 28 at 11:59 pm

Disability Presentation

Apr
11

Due: Thursday, Apr 11 at 4:00 pm

Disability Presentation

Work with a partner to make a class presentation describing a student with your assigned disability. This is a collaborative assignment and must be completed with a partner to receive full credit. Your presentation should include the following:

Presentation Requirements (6 minutes)

1. Disability Information

- Provide information about common traits of the condition.
- Information on how it impacts their progress to access the general curriculum.
- Prevalence information.

2. Suggestions for Instruction

- Provide general suggestions for teaching students with this condition.
- Demonstrate a specific accommodation (e.g., multi-sensory learning, graphic organizer, mnemonic device, etc.)

3. Create a handout for the class or find a video with information on the disability.

- If choosing a video, please keep it under 3 minutes. Videos must be from a reliable source.

4. Provide a copy of your presentation to the instructor.

IRIS: Related Services - Common Supports for Students with Disabilities Providers

Apr
11

Due: Thursday, Apr 11 at 11:59 pm

Complete the [online module \(https://iris.peabody.vanderbilt.edu/module/rs/\)](https://iris.peabody.vanderbilt.edu/module/rs/) and submit your answers to the questions in the Initial Thoughts, Wrap-Up (revisiting initial thoughts), and Assessment sections.

Practicum Contract Sheet

Apr
11

Due: Thursday, Apr 11 at 11:59 pm

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

Confidentiality Agreement [Download \(plugins/Upload/fileDownload.php?fileId=45f5c1af-OMxw-8oVf-bpW9-FFd8951d83c7&pubhash=VkmbsNwk9sLipOoRmVEizrQIOj55JfxeV-arJZvnjbkIgJWIL_3u7Y6tlwikd8Qh10KOBDSwq59wl0P7qJykw==\)](#)

Contract Sheet [Download \(plugins/Upload/fileDownload.php?fileId=8ec840c6-qlt3-qAjY-FRGm-r0f5537c8c54&pubhash=Z0irfNdfp0uL8aB9PduNs_NFprKx4bPY-almqeyEiY2Aam8IHV6LS8IKErH6Sb6fR57JWAITOktxmk-8faJ-Sw==\)](#)

Teacher Letter Teacher Letter.docx [Download \(plugins/Upload/fileDownload.php?fileId=578ea22a-5L1x-d0AG-Z0nH-mNbf0e1cf911&pubhash=ODfLwad_EdZiuYCwXWeV-Qmf4Vxy08CJgNvtxDyCLSXsgrefsotR8vUtHrbvGRAES2Kw37ervweaBwf8wNcg4Q==\)](#)

Practicum Reflection Log

Apr
11

Due: Thursday, Apr 11 at 11:59 pm

This assignment is worth a total of 50 points. The points are divided up as follows:

Background Information (5 pts.)

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

Date/Time, Location, and Activity (5 pts.)

Log the time you spent working with the student, the date, location, and activity in column 1 of the reflection log.

Learning Activity and Concerns (40 pts.)

Learning Activity and Concerns (10 pts.)

Describe the learning activity and any learning characteristic you might observe for the student with whom you are working in column 2 of the reflection log.

List how or what you did to assist the child with the assigned learning activity (10 pts.)

In column 3 of the reflection log, list how you assisted the child you were working with and any accommodations you used.

List and reference an accommodation that addresses the concern (10 pts.)

Reflect on your experience working with the student and use your WETSKA book or other evidence-based source to find and reference at least one accommodation you could have used to help the student.

Remember to include which accommodation you chose, the page it is on, and why you chose it for your student.

Completing hours (10 pts.)

These points are contingent on the number of hours you completed. Up to 3 hours can be completed at church or in another setting where you interact with a person with a disability in a teaching situation. The syllabus specifies that at least 8 hours must be completed to pass the course.

(See attached sample/template) Field Assignment 2 - Practicum Reflection Log Spring 2016.docx [Download](#) ([plugins/Upload/fileDownload.php?fileId=0215bb7e-0WbL-3Z1K-](#)

WGAg-

9T31ed964cea&pubhash=qO0u2Xfjh0skCrRnKjrfQ0LYA8qoEi7wn1FmOsfUwZEqjDzINER_HhPGxURjPcqyoJi1QIKmZLyuNY

Visit to the Resource Room

Apr
11

Due: Thursday, Apr 11 at 11:59 pm

The goal of this assignment is for you to experience a resource classroom. Schedule a visit to the school's resource room by contacting the teacher in advance. During your visit, have a discussion with the teacher about their roles and responsibilities.

Write a **two-page reflection** (standard formatting) that adequately covers the following topics:

1. Resource teacher roles and responsibilities (describe legal obligations) for educating students with disabilities. **(2 points)**
2. Unique components of a resource teacher's responsibilities in comparison to what you know about a general education teacher's role. **(2 points)**
3. The teacher's role in collaborating with a grade-level team, participating on an IEP team, training paraeducators, communicating with others. **(2 points)**
4. How this knowledge has provided insight into how you will interact with a resource teacher in your future school. Be specific. **(2 points)**
5. The pros and cons of the resource placement option. **(2 points)**

Final Case Study Part 2

Apr
11

Due: Thursday, Apr 11 at 11:59 pm

Church Accommodation Assignment

Apr
11

Due: Thursday, Apr 11 at 11:59 pm

Please select one of the two case studies below, and write a two-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 other children 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

<http://www.lds.org/topics/disability?lang=eng> (<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> (<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> (<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> (<http://www.lds.org/tools/print/article/narrow/?lang=eng&url=/children/resources/tips/2012/03>)

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> (<http://www.lds.org/callings/disability-specialist?lang=eng>)

PBS Project

Apr
11

Due: Thursday, Apr 11 at 11:59 pm

Option 1: Praise Notes

- 1. Create a praise note. (3 points)** One copy of your praise note template must be submitted to receive maximum points. The praise note should include spaces for:
 - a. The name of the student.
 - b. The specific behavior the student engaged in that day
 - c. Your signature.
- 2. Present 10 praise notes** to various students. **Keep a log** of who received the note (a variety of student names should be listed), the date, and the specific behavior that prompted the note. Use the template

provided in the attachment. **(10 points)**

3. **Reflect in writing on this experience.** Specifically, reflect on the observed change(s) in your behavior and the student's behavior as a result of this experience. Share how you will apply what you learned from this assignment in your future classroom. **(7 points)**

OR...

Option 2: 4:1 Praise:Correction Ratio

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

1. **Record praise and corrections** over ten 10-minute periods using the template provided in the attachment. **(10 points)**
2. **Reflect in writing on this experience.** Specifically, reflect on the observed change(s) in your behavior and the student's behavior as a result of this experience. Share how you will apply what you learned from this assignment in your future classroom. Include at least one cited reference for an accommodation that addresses the use of praise. **(10 points)**

PBS Project [Download \(plugins/Upload/fileDownload.php?fileId=40d1bf18-6cuk-drpV-zkMV-hLf4db507b50&pubhash=Wlq8-00t9lBwG22kv1VhGS3Tkh5ivGLKiZ2X4ITBc8raHvcAf42wVt_g-CrJr3BqSELmBNXlKk5j6si90-oYA==\)](https://www.pbs.org/learningmedia/asset/2018/01/18-6cuk-drpV-zkMV-hLf4db507b50&pubhash=Wlq8-00t9lBwG22kv1VhGS3Tkh5ivGLKiZ2X4ITBc8raHvcAf42wVt_g-CrJr3BqSELmBNXlKk5j6si90-oYA==)

Chapter 4

Apr
11

Due: Thursday, Apr 11 at 11:59 pm

Chapter 11

Apr
11

Due: Thursday, Apr 11 at 11:59 pm

Chapter 6

Apr
11

Due: Thursday, Apr 11 at 11:59 pm

Chapter 7

Apr
11

Due: Thursday, Apr 11 at 11:59 pm

Final Exam

Apr
17

Due: Wednesday, Apr 17 at 10:00 pm

This is the final exam for CPSE 300. The exam will be open during finals week via Learning Suite. You may use any resources to complete this.

Intelligent Lives

Apr
17

Due: Wednesday, Apr 17 at 11:59 pm

After watching the film "Intelligent Lives" write a one page (double spaced) review on the film. Please include enough detail so I can be sure you watched the entire film.

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

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

of a BYU education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

Mental Health Concerns

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

Respectful Environment

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

24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees.

Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Topics	What is Due
Week 1		
M Jan 08 Monday	Start of Classes	
Th Jan 11 Thursday	<p>Introduction to Course</p> <p>Disability Awareness & Person First Language</p> <p>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.</p>	
Week 2		
Th Jan 18 Thursday	<p>Person First Language.pdf Download</p> <p>Special Ed Foundation: Teaching in Today's Classrooms</p> <p>IEPs and 504 Plans</p> <p>Placement options</p> <p>SPED legislation</p> <p>Educational reform</p> <p>Professional Practice - Candidates fulfill all duties and assignments, comply with all education laws and policies, and continue to improve professional practice.</p>	<p>Please select a partner for the disability presentation and submit your names on the linked Google Sheet. Thanks!</p> <p>Read: Gargiulo & Metcalf (2017/2023) Chapter 1</p>
Week 3		
Th Jan 25 Thursday	<p>Special Ed Foundation: Teaching in Today's Classrooms</p> <p>IEPs and 504 Plans</p> <p>Placement options</p> <p>SPED legislation</p> <p>Educational reform</p> <p>Professional Practice - Candidates fulfill all duties and assignments, comply with all education laws and policies, and continue to improve professional practice.</p>	<p>NO In person Class</p> <p>Complete two IRIS modules. Do the assessments at the end and submit them on a word document.</p> <p>https://iris.peabody.vanderbilt.edu/module/rti01/#content</p> <p>https://iris.peabody.vanderbilt.edu/module/rti02/</p> <p>Read: Gargiulo & Metcalf (2017/2023) Chapter 2</p>

Week 4		
W Jan 31 Wednesday		
Th Feb 01 Thursday	<p>PLAAFPs, Goals and IEPs</p> <p>Instructional Strategies - Uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs individual and groups of learners.</p>	<p>Read: Gargiulo & Metcalf (2017/2023) Chapter 3</p>
Week 5		
Th Feb 08 Thursday	<p>PLAAFPs, Goals and IEPs</p> <p>Special Needs Learning Characteristics - Describe learning characteristics of special needs students.</p>	<p>Read: Gargiulo & Metcalf (2017) Chapter 4</p> <p>Please sign up here to find a partner for the final case study assignment.</p> <p>In-Class Assignment: PLAAFP and Objectives</p>
Week 6		
W Feb 14 Wednesday		
Th Feb 15 Thursday	<p>PLAAFPs, Goals and IEPs</p> <p>ASYNCHRONOUS CLASS. SEE ANNOUNCEMENT</p> <p>Complete this:</p> <p>https://iris.peabody.vanderbilt.edu/module/preref/</p> <p>Turn this in:</p> <p>https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_module_outlines/preref.pdf</p> <p>Special Needs Learning Characteristics - Describe learning characteristics of special needs students.</p>	<p>Complete: IRIS Prereferral to Special Education</p>
F Feb 16 Friday		
Week 7		
M Feb 19 Monday		
Presidents Day		
T Feb 20 Tuesday		
Monday Instruction		
Th Feb 22 Thursday	<p>Special Needs Learning Characteristics - Describe learning characteristics of special needs students.</p> <p>Prereferral to Special Education</p>	

Week 8		
W Feb 28 Wednesday		
Th Feb 29 Thursday	<p>Instructional Strategies - Uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs individual and groups of learners.</p> <p>Diversity in the Classroom</p> <p>MTSS and RTI</p>	<p>Read: Gargiulo & Metcalf (2017) Chapter 6</p> <p>Complete: Chapter 6 Quiz</p>
Week 9		
Th Mar 07 Thursday	<p>Universal Design</p> <p>Instructional Strategies - Uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs individual and groups of learners.</p> <p>Multi Tier Systems of Instruction and Classroom Management</p>	<p>Read: Gargiulo & Metcalf (2017) Chapter 2</p> <ul style="list-style-type: none"> • 2-1 The Concept of Universal Design pp. 32-34 • 2-3 Three Essential Qualities of UDL: Representation, Engagement, & Expression 43-49 • 2-4 UDL & Differentiated Instruction pp. 49-53 <p>Please sign up here to find a partner for the final case study assignment.</p>
Week 10		
Th Mar 14 Thursday		<p>Read: Gargiulo & Metcalf (2017) Chapter 13</p> <p>Complete: Chapter 13 Quiz</p> <p>Complete: Disability Awareness Assignment Due</p> <p>Please sign up here to find a partner for the final case study assignment.</p>
Week 11		
W Mar 20 Wednesday		

Th Mar 21 Thursday	<p>Social/Behavioral Strategies: FUBA BIP</p> <p>Classroom Management</p> <p>Positive Behavior Support</p> <p>IRIS MODULE DUE in 1 week.</p> <p>This focuses on Behavior</p> <p>https://iris.peabody.vanderbilt.edu/module/bi1-elem/</p> <p>Assessment Plans and School Support - Develop assessment plans to evaluate students' progress and collaborate with school experts to support student learning.</p>	<p>Read: Gargiulo & Metcalf (2017) Chapter 11</p> <p>Complete: Chapter 11 Quiz</p>
Week 12		
Th Mar 28 Thursday	<p>Collaboration</p> <p>Co-Teaching</p> <p>Gospel and Parent Perspective on Disabilities</p> <p>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.</p> <p>Watch: TED Talk - L. Todd Rose</p> <p>Complete: "The Myth of Average" Reflection</p> <p>Collaboration - Candidates work effectively with parents, professionals, paraprofessionals, and others in the school and community to help students with disabilities achieve their IEP goals.</p>	<p>Read: Gargiulo & Metcalf (2017) Chapter 7</p> <p>Review: Co-Teaching a Model for Classroom Management (MSE)</p> <p>Complete: Chapter 7 Quiz</p>
Week 13		

Th Apr 04 Thursday	Disability Presentations Other Health Impairment (OHI) Specific Learning Disability (SLD) Speech or Language Impairment (SLI) Intellectual Disabilities (ID) Autism Spectrum Disorder (ASD) Hearing Impairment (HI)	Review: LDS Church website on disability Complete: Church accommodation assignment/activity
Week 14		
Th Apr 11 Thursday	Visual Impairment (VI) Emotional Disturbance (ED) Orthopedic Impairment (OI) Traumatic Brain Injury (TBI) Developmental Delay (DD)	Complete: Final Presentation Due
Week 15		
W Apr 17 Wednesday	Last Day of Class Final Exam opens.	
Th Apr 18 Thursday	Exam Preparation Day	
F Apr 19 Friday	Final Exam Day Final Exam: Due online at 10:00 AM	