**CPSE 403 - Intro to Special Education**

**Winter 2014**

**Section 001: 343 MARB on M W from 2:00 pm - 3:15 pm**

**Instructor/TA Info**

**Instructor Information**

**Name**: Ryan Kellems **Office Location**: 237 C MCKB **Office Phone**: 801-422-6674 **Office Hours**: Mon, Wed 12:30pm-1:45pm
Or By Appointment **Email**: rkellems@byu.edu

**TA Information**

**Name**: Melinda Wilkins **Email**: minnakay@ymail.com

**Course Information**

**Description**

This course prepares future special education classroom teachers to understand in depth the characteristics of students with the 13 exceptionalities identified in the Individuals with Disabilities Education Act, as well as students who are gifted and those from culturally/linguistically diverse families.  In addition, teacher candidates will learn how students with specific disabilities learn and how to use basic strategies for meeting their educational needs. Teacher candidates will identify: the ways in which individuals differ, the exceptionalities defined in the Individuals with Disabilities Education Act, strategies to instruct students with various learning needs, curricular adaptations and accommodations for students with disabilities, and ways to collaborate with parents and professionals. Teacher candidates will additionally acquire an understanding of the Individualized Education Plan (IEP) process, be able to describe the role of the IEP team, plan for an IEP meeting, and write a sample IEP.

**Prerequisites**

None

**Materials**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Image** | **Item** | **Vendor** | **Price (new)** | **Price (used)** |
|  | EXCEPTIONAL CHILDREN 10E PKG (3 BOOKS) Requiredby W, HEWARD,Edition 10ISBN: 9780133368246 | BYU Bookstore | [164.20](https://booklist.byu.edu/item/9780133368246) | [123.15](https://booklist.byu.edu/item/9780133368246) |

**Learning Outcomes**

**Learning characteristics and special learning needs**

1. Describe the ways in which people differ, learning characteristics and special learning needs.

**Legal structure of services**

2. Define special education and describe the legal structure of services for individuals with disabilities, including the Individuals with Disabilities Education Act.

**Issues related to the identification of disabilities**

3. Articulate issues related to the identification of students with disabilities, referral and placement and the need to provide differing levels of support.

**Issues related to collaboration**

4. Articulate issues related to collaboration in special education. Identify the skills for effective collaboration.

**Policies and programs for young children**

5. Describe policies and programs for young children; define elements of the Child Find system.

**Steps in IEP**

6. Describe the steps in the Individualized Education Program (IEP) process.

**Characteristics, prevalence, and educational implications**

7. Describe the characteristics, prevalence, and educational implications for students with specific learning disabilities, speech or language impairment, mental retardation, and emotional disturbance.

**Characteristics, prevalence, and education implications**

8. Describe the characteristics, prevalence, and educational implications for students with other health impairments, orthopedic impairment, visual impairments, autism, traumatic brain injury, deaf/blindness, and developmental delay.

**Effects of cultural, ethnic, and language diversity**

9. Describe the effects of cultural, ethnic, and language diversity on the education of individuals with disabilities

**Strategies**

10. Identify strategies for accommodating to meet individual student needs.

**Assessment results**

10. Demonstrate the ability to use assessment results to make instructional decisions.

**12-hour field experience**

11. Complete a 12-hour field experience involving volunteer service with four students with disabilities (2 at each site) and submit assignments regarding the experience.

**Grading Scale**

|  |  |
| --- | --- |
| Grades | Percent |
| A | 96% |
| A- | 90% |
| B+ | 87% |
| B | 83% |
| B- | 80% |
| C+ | 77% |
| C | 73% |
| C- | 70% |
| D+ | 67% |
| D | 63% |
| D- | 60% |
| E | 0% |

**Grading Policy**

Assignments due at the beginning of class can only be made up due to a university excused absence. Assignments submitted online will be due prior to the start of class.  Any assignments that are not submitted by the start of class will be considered late.  Complete all requirements and activities outlined for this course within the prescribed time period and by the due date.  Please do not work on assignments during class.

Late assignments are worth 1/2 credit and will only be accepted for one week after the due date.

Dr. Kellems. Approval must be given before the assignments due date. In class assignments can only be made up with prior approval from the professor or in the case of a university excused absence. in-class assignments can only be made up in the case of a univerity excused absence.

**Participation Policy**

At the discretion of the instructor, points will be given for in-class assignments throughout the semester.

**Attendance Policy**

Attendance to all class sessions is expected.  Unexcused absences may result in a lower grade at the instructors discretion.   Students will also need to attend one of 2 Positive Behavior Support Lectures offered duging the semester.  These are held outside of class time so students need to make sure they are able to attend one of them.

**Teaching Philosophy**

This is an introductory course to the field of special education. The emphasis will be on the distribution of declarative and procedural knowledge. Students will be given lecture and discussion type activities related to the foundation and/or fundamentals of the special education process. As part of the class students will complete a 12-hour field experience where they will be able top apply the prnciples they have learned in class to a classroom. Students will be assessed relative to the level of skill that they demonstrate on the objectives for this particular course.

**Assignments**

**Assignment Descriptions**

**Connection Journal 1**

Due: Wednesday, Jan 08 at 11:00 am

1/2 - 1 page single spaced reflection on each assigned reading (See example under the Content tab - assignment descriptions)

**Disability Awareness**

Due: Friday, Jan 10 at 11:00 am

**Signed Cooperating Teacher Contract 1**

Due: Monday, Jan 13 at 11:59 pm

Get your contract signed by the teacher you will be working with for the first half of the semester. Agree upon a time that you will come in regularly to help in their classroom. Turn this assignment in in-class.

**IRIS Relatated Services Module**

Due: Wednesday, Jan 15 at 11:00 am

There are two ways to access this module

1) Here is the direct link to the Related Services Module (<http://iris.peabody.vanderbilt.edu/rs/chalcycle.htm>)

2) If that doesn't work...

   -Go to iris.peabody.vanderbilt.edu

   -Click on "resources"

   -On the left hand column that says topics click "related services"

   -Click "modules"

   -Click on "Related Services: Common Supports for Students with Disabilities:"

\*The assignment is to do the whole module, but the only thing you are submitting are your answers to the ASSESSMENT Questions at the end of the module. Points will be given for completeness and accuracy of your answers. You may refer back to the module for help in answering the questions.

**Connection Journal 2**

Due: Monday, Jan 20 at 11:00 am

1/2 - 1 page single spaced reflection on each assigned reading (See example under the Content tab - assignment descriptions)

**Continuum of Placements**

Due: Friday, Jan 24 at 11:00 am

**Connection Journal 3**

Due: Monday, Jan 27 at 11:00 am

1/2 - 1 page single spaced reflection on each assigned reading (See example under the Content tab - assignment descriptions)

**Disability Awareness in-class**

Due: Monday, Jan 27 at 11:59 pm

**Tier 2 Intervention Plan**

Due: Friday, Jan 31 at 12:59 am

**Connection Journal 4**

Due: Monday, Feb 03 at 11:00 am

1/2 - 1 page single spaced reflection on each assigned reading (See example under the Content tab - assignment descriptions)

**Course Evaluation**

Due: Wednesday, Feb 05 at 11:00 am

**Signed Hour Log (second half)**

Due: Friday, Feb 07 at 12:59 am

**Professionalism Evaluation 2**

Due: Friday, Feb 07 at 12:59 am

**Oral Presentation**

Due: Friday, Feb 07 at 12:59 am

**Practicum Reflection Log 2**

Due: Friday, Feb 07 at 11:00 am

**Connection Journal 5**

Due: Monday, Feb 10 at 11:00 am

1/2 - 1 page single spaced reflection on each assigned reading (See example under the Content tab - assignment descriptions)

**Signed Hour Log (first half)**

Due: Monday, Feb 17 at 12:59 am

This assignment is just being split into 2 grades (one for each site) for my own convenience.

**Practicum Reflection Log 1**

Due: Monday, Feb 17 at 11:00 am

**Professionalism Evaluation 1**

Due: Monday, Feb 17 at 11:59 pm

**Signed Cooperating Teacher Contract 2**

Due: Monday, Feb 17 at 11:59 pm

Get your contract signed by the teacher you will be working with for the second half of the semester. Agree upon a time that you will come in regularly to help in their classroom. Turn this assignment in in-class.

**Midterm**

Due: Wednesday, Feb 19 at 11:59 pm

In-class Midterm

**PIBS- Midterm**

Due: Wednesday, Feb 19 at 11:59 pm

Professionalism

**Connection Journal 6**

Due: Monday, Feb 24 at 11:00 am

1/2 - 1 page single spaced reflection on each assigned reading (See example under the Content tab - assignment descriptions)

**Connection Journal 7**

Due: Monday, Mar 03 at 11:00 am

1/2 - 1 page single spaced reflection on each assigned reading (See example under the Content tab - assignment descriptions)

**Attend PBS Lecture**

Due: Monday, Mar 03 at 11:59 pm

You will need to select one of the two PBS lectures to attend and write up a one page single spaced reflection paper on how you can apply what you learned to students with disabilities.

**Scott W. Ross – Utah State University**

**A Functional Approach to Bully Prevention Using Positive Behavior Support**

Thursday, January 30

4:00-5:30 pm

BYU Conference Center Auditorium

**Jeffrey R. Sprague – University of Oregon**

**School Violence Prevention: Common Myths and Evidence-Based Strategies for Making Schools Safer**

Tuesday, February 25, 2013

4:00-5:30 pm

BYU Conference Center Room 2258

**Connection Journal 8**

Due: Monday, Mar 10 at 11:00 pm

1/2 - 1 page single spaced reflection on each assigned reading (See example under the Content tab - assignment descriptions)

**Connection Journal 9**

Due: Monday, Mar 17 at 11:00 am

1/2 - 1 page single spaced reflection on each assigned reading (See example under the Content tab - assignment descriptions)

**Connection Journal 10**

Due: Monday, Mar 24 at 11:00 am

1/2 - 1 page single spaced reflection on each assigned reading (See example under the Content tab - assignment descriptions)

**IRIS Assessment Module**

Due: Monday, Mar 24 at 10:00 pm

http://iris.peabody.vanderbilt.edu/gpm/chalcycle.htm

assessment questions

**IEP Workbook**

Due: Monday, Mar 31 at 11:00 am

**IRIS RTI Modules (Part 1 & 2)**

Due: Wednesday, Apr 09 at 10:00 pm

You must complete BOTH Iris RTI Modules Part 1 and Part 2. You will submit your answers to the assessment questions in 1 document. Notice this is worth 20 points instead of 10.

website: iris.peabody.vanderbilt.edu -> click on resources -> click on RTI (under topics) -> do RTI (Part 1): An Overview: AND RTI (Part 2): Assessment:

**Final Project (Part 2)**

Due: Tuesday, Apr 15 at 11:00 am

Collaboration Section

**Final Project (Part 1)**

Due: Tuesday, Apr 15 at 11:00 am

**Final**

Due: Wednesday, Apr 23 at 11:00 pm

In-Class Final (this will not be given early so please do not ask) CPSE 403 11:00a - 2:00p 238 MCKB

**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 my own 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 Harassment**

 Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at http://www.ethicspoint.com, or 1-888-238-1062 (24-hours).

**Student Disability**

 Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

**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** | **Focus** | **Readings** | **Connection Journal/ Assignment** |
| **M** - Jan 06 | Introduction and Syllabus |  | Who am I |
| **W** - Jan 08 | Disability AwarenessCourse Schedule |  | **Connection Journal 1** |
| **M** - Jan 13 | Overview of Special Ed Law Placements, 504 and IDEA Pre-Referral | Heward-Prologue, Ch. 1 and Ch. 2  | **Signed Cooperating Teacher Contract 1** |
| **W** - Jan 15 | Learner Characteristics | WETSKA Part 1 | **IRIS Module: Related Services (common supports for students with disabilities)IRIS Relatated Services Module** |
| **M** - Jan 20 | **Martin Luther King Jr. Holiday** |  | **Connection Journal 2** |
| **W** - Jan 22 | High Incidence Disabilities: Learning Disabilities | Heward Chapter 5 |  |
| **M** - Jan 27 | High Incidence Disabilities: Intellectual Disabilities  | Heward Ch. 4 | **Connection Journal 3**Continuum of Placements**Disability Awareness in-class** |
| **W** - Jan 29 | Emotional Disturbance | Heward Ch. 6 |  |
| **M** - Feb 03 | Communication Disorders | Heward Ch. 8 | **Connection Journal 4** |
| **W** - Feb 05 | Low Incidence Disabilities: Visual and Hearing ImpairmentsDeaf Ed | Heward Ch. 9 & 10 |  |
| **M** - Feb 10 | Orthopedic Impairments and Other Health Impairments | Heward Ch. 11 | **Connection Journal 5** |
| **W** - Feb 12 | Low Incidence Disabilities: Severe and Multiple Disabilities and Traumatic Brain Injury | Heward Ch. 12 |  |
| **M** - Feb 17 | **Presidents Day Holiday** |  | **Professionalism Evaluation 1Signed Cooperating Teacher Contract 2Signed Hour Log (first half)Practicum Reflection Log 1** |
| **T** - Feb 18 | **Monday Instruction** |  |  |
| **W** - Feb 19 | Midterm- In Class |  | **MidtermPIBS- Midterm** |
| **M** - Feb 24 | Autism | Heward Ch. 7 | **Connection Journal 6** |
| **W** - Feb 26 | Gifted and Talented | Heward Ch. 13 |  |
| **M** - Mar 03 | Multicultural Issues, Poverty |  | **Connection Journal 7Attend PBS Lecture** |
| **W** - Mar 05 | Early Intervention | Ch. 14 |  |
| **M** - Mar 10 | IEP Process and the IEP TeamOverview of Referral Process | Gibb & Dyches Text | **Connection Journal 8** |
| **W** - Mar 12 | Writing IEPs, PLAAFPS, and goals |  |  |
| **M** - Mar 17 | Colloborating with Families  | Heward Ch. 3 | **Connection Journal 9** |
| **W** - Mar 19 | Assessment Accommodations for IEP'sPlanning IEP Meetings | WETSKA Part III |  |
| **M** - Mar 24 | Reporting Student Progress |  | **Connection Journal 10IRIS Assessment Module** |
| **W** - Mar 26 | Classroom Accommodations: Academic and Social/Behavioral | WETSKA Part 2 |  |
| **M** - Mar 31 | Transition to adulthood | Heward Ch. 15 | IEP Workbook due**IEP Workbook** |
| **W** - Apr 02 | Parent Panel: Q&A |  |  |
| **M** - Apr 07 | Differentiated Instruction  |  | -2nd CT Professionalism Evaluation-Hourly Log of Practicum Attendance Form-Practicum Reflection Log 2 |
| **W** - Apr 09 | NO CLASSRTI & PBS | IRIS RTI Modules Part 1&2 | **IRIS RTI Modules (Part 1 & 2)** |
| **M** - Apr 14 | Final Project Presentations |  |  |
| **T** - Apr 15 | Final Project Presentations/ Review for Final |  | **Final Project (Part 1)Final Project (Part 2)** |
| **W** - Apr 23 |  |  | **Final** |