

Counseling Psychology and Special Education 300
Brigham Young University
Department of Counseling Psychology and Special Education

Course Title: Exceptional Students: Principles of Collaboration

Course Credit: 2 semester hours

Instructor: Wendy Nichol

Course Times: Wednesday 3:00 p.m. to 4:50 p.m.

Office Hours: By appointment

Course 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.

Course Objectives: Teacher candidates will demonstrate their knowledge of:

- Characteristics of at-risk for and high incidence disabilities that impact behavior and academic performance.
- The ethical and legal responsibilities of general educators regarding the education of students at-risk for and with disabilities.
- Universal design for learning to support learning of all students.
- Appropriate classroom accommodations to provide access to core curriculum for students at-risk for and with disabilities.

Prerequisites: None

Concurrent Field

Experience: Teacher candidates are required to work a minimum of 10 hours with a student who has disabilities, or a student who is at-risk of school failure. They will submit case study assignments regarding this volunteer work.

Materials: Carter, N., Prater, M.A., & Dyches, T.T. (2009). *What every teacher should know about making accommodations and adaptations for students with mild to moderate disabilities*. Upper Saddle River, NJ: Pearson.

Gargiulo, R.M., & Metcalf, D. (2013). *Teaching in today's inclusive classrooms: A universal design for learning approach* (2nd ed.). Belmont, CA: Cengage Wadsworth.

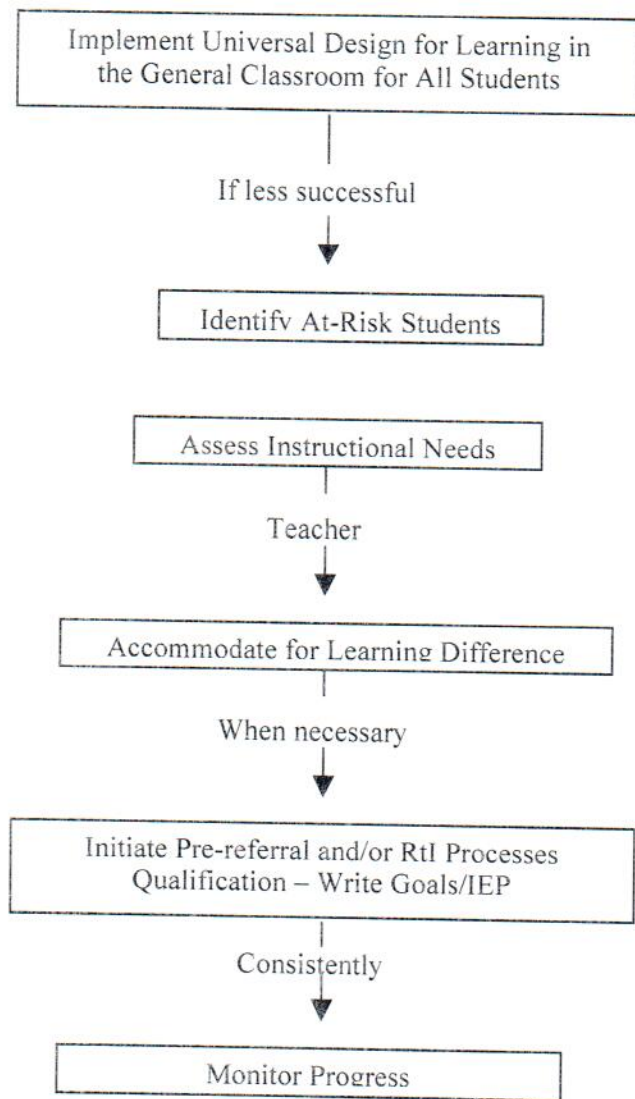
Websites: IRIS at Vanderbilt University: <http://iris.peabody.vanderbilt.edu/>
Cengage Publisher: <http://www.cengagebrain.com> ("How to" registration video - http://www.cengagebrain.com/static/flash/Registration_Video.html)

- **The access Code From Bookstore is required to register online.**
- **The Coursemate Course Key is also required: CM-9781133490890-0000023**
(This Course Key allows your name to be placed in the instructor's Course Smart Gradebook.)

Guiding Model

The figure below illustrates the mental model for the course. Teachers have a responsibility to

oversee the education of all students in their classroom and for collaborating with others to determine appropriate education for students with exceptional learning needs. Teacher candidates will learn how universal design for learning (UDL) allows teachers to adapt curriculum, customize the delivery of instruction, and assess students in ways that permits students to demonstrate mastery of the curriculum. Teacher candidates will also learn how to evaluate the academic/social performance of their students and how to initiate interventions when students are at-risk for failure. They will learn how to make instructional accommodations/adaptations that meet the educational needs of students who qualify for special education services and collaborate with others in ensuring an appropriate and effective education for all students.



Course Standards, Objectives and Assessment Alignment

InTASC*	Objectives	Assessment
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	Teacher candidates will demonstrate their knowledge of:	
3. Diverse Learners	1. Characteristics of at-risk for and high incidence disabilities that impact behavior and academic performance.	Chapter 1, 4, 5, & 6 Quizzes Disability Awareness Log Practicum Reflection Log Final Project (Case Study)
5. Learning Environments 7. Planning Instruction	2. Universal design for learning to support learning for all students.	Chapter 2 & 8 Quizzes Praise Notes Final Project (Unit Plan)
10. Collaboration, Ethics and Relationships	3. The ethical and legal responsibilities of general educators regarding the education of students at-risk for and with disabilities.	Chapter 3 & 7 Quizzes RtI Module Related Services Module Practicum Written Report
5. Learning Environments 7. Planning Instruction	4. Appropriate classroom accommodations to provide access to core curriculum for students at risk for and with disabilities.	Chapters 8, 9, 10, & 11 Quizzes Visit to the Resource Room Behavior Module Final Project (Tier 2 and Accommodation Plans; Presentation)

*For specific InTASC (Interstate Teacher Assessment and Support Consortium) standards see:
http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf

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Websites: IRIS at Vanderbilt University: <http://iris.peabody.vanderbilt.edu/>

Cengage Publisher: <http://www.cengagebrain.com> ("How to" registration video - http://www.cengagebrain.com/static/flash/Registration_Video.html)

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Guiding Model

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Winter 2015 CPSE 300 – Ex Studnts:Prin of Collaboratn

Syllabus

Assignments

Title	Due Date	Rubric	Scoring	Max Score	% of Total	
▼ <u>Videos</u>					5.9%	
<u>Video 1</u>	Jan 10		Points	2	0.59%	
<u>Video 2</u>	Feb 2		Points	4	1.2%	
<u>Video 3</u>	Feb 16		Points	6	1.8%	
<u>Video 4</u>	Feb 23		Points	2	0.59%	
<u>Video 5</u>	Jan 19		Points	4	1.2%	
<u>Video 6</u>	Mar 30		Points	2	0.59%	
+ <u>New Assignment</u>						
▼ <u>Weekly Responses</u>					14.7%	
<u>Weekly Response 1</u>	Jan 10		Points	5	1.5%	
<u>Weekly Response 2</u>	Jan 13		Points	5	1.5%	
<u>Weekly Response 3</u>	Jan 20		Points	5	1.5%	
<u>Weekly Response 4</u>	Jan 27		Points	5	1.5%	
<u>Weekly Response 5</u>	Feb 3		Points	5	1.5%	
<u>Weekly Response 6</u>	Feb 10		Points	5	1.5%	
<u>Weekly Response 7</u>	Feb 17		Points	5	1.5%	
<u>Weekly Response 8</u>	Feb 24		Points	5	1.5%	
<u>Weekly Response 9</u>	Mar 3		Points	5	1.5%	
<u>Weekly Response 10</u>	Mar 10		Points	5	1.5%	
+ <u>New Assignment</u>						
▼ <u>Making Connections</u>					14.7%	
<u>Making Connection 1</u>	Jan 10		Points	5	1.5%	
<u>Making Connections 2</u>	Jan 27		Points	5	1.5%	
<u>Making Connections 3</u>	Feb 3		Points	5	1.5%	
<u>Making Connections 4</u>	Feb 17		Points	5	1.5%	
<u>Making Connections 5</u>	Feb 24		Points	5	1.5%	
<u>Making Connections 6</u>	Mar 3		Points	5	1.5%	
<u>Making Connections 7</u>	Mar 17		Points	5	1.5%	
<u>Making Connections 8</u>	Mar 31		Points	5	1.5%	

Making Connections 9	Jan 20	Points	5	1.5%	
Making Connections 10	Apr 7	Points	5	1.5%	
+ New Assignment					
▼ Assignments				64.7%	
Practicum Contact Sheet	Jan 14	Points	5	1.5%	
Disability Awareness	Jan 21	Points	10	2.9%	
LDS Case Study	Mar 25	Points	5	1.5%	
Practicum Reflection Log	Apr 8	Points	50	14.7%	
Final Project	Apr 22	Points	100	29.4%	
PBS	Apr 1	Points	20	5.9%	
Resource Room Visit	Apr 1	Points	10	2.9%	
Practicum Written Report	Apr 8	Points	20	5.9%	
+ New Assignment					

Total:	340 points	100%
With Extra Credit:	340 points	100%
Calculated by	Points	

Winter 2015 CPSE 300 - Ex Studnts:Prin of Collaboratn

Winter 2015 [Get iCalendar Feed](#)

New Assignment

Date	Description
Wed - Jan 07	Topic: Special Education Chapter 1
Sat - Jan 10	
Tue - Jan 13	
Wed - Jan 14	Social/ Behavior Accomodations WETSKA- 1 pg 25-40 Concluding Perspective on Disabilities
Tue - Jan 20	
Wed - Jan 21	Topic: Instructional Strategies Chapter 10 Topic: Specific Learning Accomodations WETSKA-1 Pg. 1-25
Tue - Jan 27	
Wed - Jan 28	Topic: "How Difficult Can This Be? The F.A.T. City Workshop"
Tue - Feb 03	
Wed - Feb 04	Topic Universal Designs and Referral Chapter: 2 and 3
Tue - Feb 10	
Wed - Feb 11	Topic: IEP's and 504 plans and High Incidence In class: Misundertood Minds LD/ At-Risk Checklist Chapter 4 and preview 5
Tue - Feb 17	Monday Instruction
Wed - Feb 18	Topic High Incidence and Low Incidence Chapter 5
Tue - Feb 24	
Wed - Feb 25	Topic: Other Diverse Popluations Chapter 6
Tue - Mar 03	
Wed - Mar 04	Topic: Other Diverse Population and Collaboration Chapter 6 and 7
Tue - Mar 10	
Wed - Mar 11	

General

Type* ?

Description

B **I** x_2 x^2

I_x Size Source

d. 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?

e. What did you learn about individuals with exceptionalities from this interaction? What is your perception of disabilities?

f. Did you notice other peoples' reactions to this person? What were their perceptions of this person with a disability?

3. Children's Literature Analysis (see Suggested Book List under Course Forms). For this assignment, a list of children's literature that includes characters with disabilities is posted on Learning Suite. Please review one of the books on the list provided. 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. The analysis should include the following:

a. The title and author of the book.

b. A brief summary of the book.

c. Describe your emotional, intellectual, and behavioral responses to the book. How did this book make you feel? What did it make you think? Did the book motivate you to do anything?

d. 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.

e. Discuss how this book would influence children's perceptions of disability.

f. 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.

Assignment #2: LDS Accommodations Case Study

You will select one of the two following case studies, accompanied with the resources below, and write a one page response on how you could best support the needs of the leaders and parents. Be sure to cite how you used the resources provided to formulate your response.

1. **Case Study #1:** A Primary President comes to you with concerns about a child name 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.

2. **Case Study #2:** A Primary President comes to you with concerns about an 8 year old child named Sterling who has difficulty reading and is frequently disruptive in class. In his last ward, his parents were asked to just stay with him through their meeting times. In his new ward, the parents and his leaders would like to see him more fully integrated with his peers without having to have his parents with him. Sterling gets bored easily and frequently refuses to read any of the class materials. He makes noises and bothers the kids who sit next to him for the majority of the time.

The Primary President has a background in Journalism and does not even know where to begin on how to work with a child like Sterling. Sterling's parents are also frustrated, and his mom is frequently seen leaving church crying because she does not know how to handle him and help his primary teacher. The parents and Primary President have come to you because of your training in education at Brigham Young University. She would like to know what she could do to help Sterling successfully access Primary to his fullest extent possible.

Resources:

LDS Disability Specialist Calling: <http://www.lds.org/callings/disability-specialist?lang=eng>.

LDS Disability Resources: <http://www.lds.org/topics/disability?lang=eng>.

Members with disabilities: <http://www.lds.org/handbook/handbook-2-administering-the-church/selected-church-policies?lang=eng#21.1.26>.

Teaching The Spirits: <http://education.byu.edu/media/watch/352>.

Advice for Dad:

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



Dear Cooperating Teacher:

BYU regularly offers a class which focuses on helping university students to understand exceptionalities among elementary and secondary children. This course, CPSE 300: Exceptional Students: Principles of Collaboration, has assignments and activities that focus on helping preservice teachers gain a better understanding of teaching children who have disabilities, but as you know, it is much more exciting to "see" teaching concepts in action rather than reading about it or hearing a lecture. Therefore, this course has been designed to give pre-service teachers a volunteer experience where they gain first-hand, high quality experiences in the classroom setting serving school-aged students who been identified as having disabilities, or who are struggling in school (i.e., experiencing difficulty learning to read, write, do math, or spell).

The university students are expected to commit 10 hours in a classroom with a child who has disabilities, or who is at risk of school failure. Each university student will complete a case study about his/her experiences with this student. Your school and classroom have been selected for our university students to gain as much information as possible about teaching children who have exceptionalities. May we encourage you to actively involve your university volunteers? It will be much more meaningful to the students if you provide opportunities for them to become actively involved in the teaching process, rather than having them observe.

Each university student has a field experience form that is used to log the date, time, activities, and total hours spent in the classroom. If a university student works with a district student, who receives special education services, the BYU student has a confidentiality agreement form that will be signed and given to you at the beginning of the semester. This is an assurance that the student agrees to comply with confidentiality standards established by law and regulated by individual schools or districts.

The faculty of the BYU Counseling Psychology and Special Education department appreciates your dedication in teaching children and sharing your expertise with our future teachers. Thank you in advance for your willingness to involve others in the learning process. Please feel free to contact us if you have any questions or concerns, (801) 422-3857.

Sincerely,

Blake D. Hansen, PhD
Katie Steed, M.S.
Staci Hartline, M.S.
Abigail Cook, M.S.

Field Assignment #1: Practicum Contract Sheet

(5 Points)

CPSE 300

Due: _____

Name: _____

Volunteer Site/School: _____

Teacher: _____

Teacher Contact (e-mail or phone): _____

Day and Time Frame you will be in the classroom each week (e.g.: Fridays 9:00-11:00 a.m.): _____

Signature of BYU Student: _____ Date: _____

Signature of Classroom Teacher: _____ Date: _____

You will work out a time frame that works both with your schedule and the teacher's classroom schedule. You should spend time with a student(s) who is experiencing difficulty academically (i.e., learning to read, write, spell, or solve mathematic problems). Ten total hours are to be completed during the semester.

Comments/Questions/Concerns from the teacher of the BYU student:

Field Assignment #2: Practicum Reflection Log

(50 points – minimum of 10 entries and 10 hours)

This assignment consists of four parts: (1) log the time you spent working with the student, the date, the location, and the activity, (2) describe the learning activity and any learning characteristic you might observe for the student with whom you are working, (3) list how and/or what you did to assist the child with the assigned learning activity, and (4) list and reference an accommodation that addresses the at-risk concern.

Use the table below as you complete this assignment. Have your cooperating teacher sign the log at the end of the experience.

Your name: _____

School: _____

Cooperating Teacher: _____

Cooperating Teacher Signature: _____

Student(s) Name(s) (use pseudonym): _____

Date/Time Location Activity	Describe the learning activity and any learning concerns (be specific)	Describe how you responded to or interacted with the student. Did you help or hinder, or have no impact on performance? Be specific. Would you respond the same way in the future? Why or why not, what would you do differently?	List and reference an accommodation that addresses the at-risk concern.

Field Assignment #3 – Positive Behavior Support Project

Please select one assignment below for your field experience. Be sure to choose the assignment before you begin your field experience.

Option 1: Praise Notes

You will create a praise note and present 10 praise notes to various students. The praise note should include spaces for (1) the name of the student, (2) a description of the specific behavior that the student engaged in during the day, and (3) your signature. Both a log of who received the note (a variety of student first names should be listed), the dates, and the specific behaviors that prompted each note must be listed. Also a copy of the praise note template must be submitted to receive maximum points. In addition, write a paragraph on this experience, specifically reflecting on the observed change(s) in your behavior and the students' behavior as a result. Share how you will apply what was learned from this assignment in your future classroom. (See log form at the end of the syllabus).

OR

Option 2: 4:1 Praise:Correction Ratio

You will engage in a high rate of verbal praise through the course of the field experience. The ratio of praise to corrections for this study is 4 praise statements to every correction. Examples are provided on the form at the end of the syllabus. Praise and corrections will be recorded over ten 10 minute periods by you on the form at the end of the syllabus. In addition, write a paragraph on this experience, specifically reflecting on the changes in your behavior and the students' behaviors as a result. Share how you will apply what was learned from this assignment in your future classroom. (See self-recording form at the end of the syllabus).

Field Assignment #3

Option #2: Praise Notes

Field Assignment #3: Praise Notes

Praise Notes (20 Points)

Present **10** Praise Notes to various students.

Create a Praise Note.* **(5 points)**

*A copy of your Praise Note **MUST** be submitted to receive maximum points.*

The Praise Note you create should include:

1. A place for the name of the student.
2. A place for the **specific** behavior that the student engaged in that day.
3. A place for your signature.

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. **(10 points)**

Write a paragraph on this experience. Specifically, reflect on the observed change(s) in your behavior and the student's behavior as a result of this experience. Also, share how you will apply what you learned from this assignment in your future classroom. **(5 points)**

Student Name	Date	Specific Praise Written on Note
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Field Assignment 4 – Visit to the Resource Room

Schedule a visit to a school's resource room by contacting the teacher in advance. The purpose of this assignment is for you to learn about the resource room placement option for educating students with disabilities and to demonstrate your knowledge of teacher roles and responsibilities. During your visit, discuss with the teacher his/her roles and responsibilities for educating students with disabilities.

Remember to schedule your visit in advance and be respectful of the teacher's schedule while you are there.

Include the following in a one-page (double spaced, 12 point font) write-up:

1. Describe setting, grade level, students, teacher's background and physical environment.
2. State the teacher's instructional objective on that particular day and the curriculum content (be as specific as possible).
3. Describe the service delivery model. For example, is it a pullout resource setting? (Is it a setting in which basic skills or a particular subject is being taught?)
4. Based on what you have learned thus far, evaluate the model. (Is it effective? If so, in what way? Would changes make the model more effective? If so, what are those suggested changes?)

Assignment #5: Practicum Written Report

1. Describe your moral/ethical and legal responsibilities for educating students with disabilities (consider the six components of IDEA), specifically the students you worked with.
2. Analyze your response to working with students with learning problems during your field experience. Provide specific examples of how you felt, or how you interacted with the students. Discuss how your feelings influenced your teaching. Describe how the knowledge you have acquired, and your experience working with your students, has shaped your perception of disability. Be specific. Describe your perceptions of disability and analyze how your experience and the knowledge you have gained have shaped your perception of disability.