

## Instructor/TA Info

### Instructor Information

**Name:** Carrie Eichelberger  
**Office Location:** 340-L  
**Office Phone:** 801-422-5684  
**Office Hours:** Only By Appointment  
**Email:** carrie\_eichelberger@byu.edu

### TA Information

**Name:** Emily Lisonbee  
**Office Hours:** Only By Appointment  
**Email:** elisonbee1@gmail.com

## Course Information

### Grading Scale

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

## Assignments

### Assignment Descriptions

#### Chapter 3 - Video Case

---

Jan  
18

Due: Wednesday, Jan 18 at 2:59 pm

---

#### Before Referral to Testing for an Individualized Education Program: Classroom-based Interventions

#### Quiz Chapter 1 - Wrapping It Up

---

Jan  
18

Due: Wednesday, Jan 18 at 2:59 pm

---

Complete the online quiz for this chapter  
Quizzes must be submitted prior to class to receive credit.

#### Quiz Chapter 3 - Wrapping It Up

---

Jan  
18

Due: Wednesday, Jan 18 at 2:59 pm

---

Complete the online quiz for this chapter

**OR**  
Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.  
Quizzes or study guides must be submitted prior to class to receive credit.

#### Quiz Chapter 7 - Did you get it?

---

Jan  
25

Due: Wednesday, Jan 25 at 2:59 pm

---

Complete the online quiz for this chapter  
Quizzes must be submitted prior to class to receive credit.

#### Chapter 5 - Video Case

Feb  
01

Due: Wednesday, Feb 01 at 2:59 pm

Amy: Accommodating a Gifted Student with Hearing and Visual Impairments in a Middle School Classroom

### Disability Presentation

Feb  
01

Due: Wednesday, Feb 01 at 2:59 pm

### Disability Presentations

Students will develop a case study based on an assigned disability category. Each student will present their case study to the class. Depending upon the number of students enrolled in the section, students may be asked to work in groups.

#### Presentation Requirements (5 minutes)

1. Briefly provide information about the disabling condition. The content from this section must be drawn from the textbooks or off the approved websites (see below).
2. Provide general suggestions for teaching students with this condition.
3. Demonstrate a specific accommodation (e.g., multisensory learning, graphic organizer, mnemonic device, etc.)
4. Create a handout for the class.
5. Involve the class in the presentation (e.g., questions, guided notes, choral responding, brief activity).

Special Education Websites.doc [Download \(plugins/Upload/fileDownload.php?fileId=e3d1ff37-7VQd-n7VV-kCPF-2L89d40e7a4f&pubhash=FjTBCWwNCE4MTaj3UPL LPamx0Ke-FgNretywB1jzZY4O5Rwe5cOmJe8ITYAUggmjfEuVz6Fxp2zjBVs5Sksvg==\)](#)

#### GRADING RUBRIC

Disabling condition \_\_\_\_\_ Date \_\_\_\_\_

Name(s) \_\_\_\_\_

Disability:

- |   |   |   |   |
|---|---|---|---|
| 0 | 1 | 2 | Briefly provide information about the disabling condition.  |
| 0 | 1 | 2 | Provide general suggestions for teaching students with this condition.  |
| 0 | 1 | 2 | Demonstrate a specific accommodation (e.g., multisensory learning, graphic organizer, mnemonic device, etc.)    |
| 0 | 1 | 2 | Create a handout for the class.   |
| 0 | 1 | 2 | Involve the class in the presentation (e.g., questions, guided notes, choral responding, brief activity, etc.). |

0 – Not included in the presentation

1 – Included in the presentation

2 – Included in the presentation and well developed/demonstrated

#### Quiz Chapter 5 - Did you get it?

Feb  
01

Due: Wednesday, Feb 01 at 2:59 pm

Complete the online quiz for this chapter

**OR**

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

#### Quiz Chapter 4 - Did you get it?

Feb  
08

Due: Wednesday, Feb 08 at 2:59 pm

Complete the online quiz for this chapter

**OR**

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

#### Chapter 4 - Video Case

Feb  
08

Due: Wednesday, Feb 08 at 2:59 pm

Achieving Success in Fifth Grade: Practices to Support All Students Including Students with Attention-Deficit Hyperactivity Disorder

#### Quiz Chapter 6 - Did you get it?

Feb  
15

Due: Wednesday, Feb 15 at 2:59 pm

Complete the online quiz for this chapter

**OR**

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

#### Chapter 6 - Video Case

**Disability Awareness Assignment****Complete ONE of the following (you choose):**

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

**Disability Awareness Assignment  
Analysis of Personal History****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?
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.
3. What did you learn about individuals with exceptionalities or cultural/personal response from completing this exercise?
4. How do others in your family view this person with a disability? What is your perception of disabilities? **(1.5 point/bullet 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. 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?
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?
4. What did you learn about individuals with exceptionalities from this interaction? What is your perception of disabilities?
5. Did you notice other peoples' reactions to this person? What were their perceptions of this person with a disability? **(2 points/bullet 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.

**Children's Literature Analysis\***

\*For this assignment, a list of Children's Literature that includes characters with disabilities can be found here: <http://riyl.wikispaces.com/file/view/Booklist-Disabilities.pdf> 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.

vii. A brief summary of the book. **(2 points)**

viii. 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?

**(2 points)**

- 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)**
- Discuss how this book would influence children's perceptions of disability. **(2 points)**
- 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)**

#### RTI: (Part 1) AN OVERVIEW

---

Feb  
**22**

Due: Wednesday, Feb 22 at 2:59 pm

Teacher candidates will complete the IRIS on-line module and submit answers to the assessment questions listed in the Assessment section of the module. To begin each module access <http://iris.peabody.vanderbilt.edu/> (<http://iris.peabody.vanderbilt.edu/>), click on resources, in the topics column click on RTI. Then click on **RTI (PART 1) AN OVERVIEW**. This is the 4th link under *Modules*. Submit the Assessment and Wrap-up Questions via Learning Suite. The module is worth 15 points.

#### Quiz Chapter 10-Did you get it?

---

Feb  
**22**

Due: Wednesday, Feb 22 at 2:59 pm

#### UDL Lesson Plan

---

Mar  
**01**

Due: Wednesday, Mar 01 at 2:59 pm

#### Quiz Chapter 2 - Did you get it?

---

Mar  
**01**

Due: Wednesday, Mar 01 at 2:59 pm

Complete the online quiz for this chapter

**OR**

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

#### Quiz Chapter 8-Did you get it?

---

Mar  
**01**

Due: Wednesday, Mar 01 at 2:59 pm

#### Writing a PLAFP

---

Mar  
**08**

Due: Wednesday, Mar 08 at 2:59 pm

Using the attached worksheet, complete a PLAFP for Isabel Rojas (see case study under content tab) and one other student (hint: use your student from your disability presentation).

PLAFP Handout.pdf [Download \(plugins/Upload/fileDownload.php?fileId=7394b3d7-6pOY-3pDb-nVP0-9Wc41b9b0842&pubhash=3nnaBhGCI6ka0l3iB1aB8YrGeTcRSxsJk7XWvDqzZyz4QWyuXCKceKu4YgaRLoPzBRhL5QxcsTkMaeotAnoXvQ==\)](http://iris.peabody.vanderbilt.edu/fileDownload.php?fileId=7394b3d7-6pOY-3pDb-nVP0-9Wc41b9b0842&pubhash=3nnaBhGCI6ka0l3iB1aB8YrGeTcRSxsJk7XWvDqzZyz4QWyuXCKceKu4YgaRLoPzBRhL5QxcsTkMaeotAnoXvQ==)

#### Quiz Chapter 13 - Did you get it?

---

Mar  
**08**

Due: Wednesday, Mar 08 at 2:59 pm

Complete the online quiz for this chapter

**OR**

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

#### Quiz Chapter 14 - Did you get it?

---

Mar  
**15**

Due: Wednesday, Mar 15 at 2:59 pm

Complete the online quiz for this chapter

**OR**

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit. Quizzes or study guides must be submitted prior to class to receive credit.

### Social Stories

---

Mar  
15

Due: Wednesday, Mar 15 at 11:59 pm

---

As a small group you will write a Social Story based to the information discussed in class. You will do this using the Educreation app on the iPad provided.

Rubric Total = 5 points

Social skill will increase positive social interaction and aligns with problem behavior = 1 point

Story written using the following types of sentences = 4 points (1 pt each).

1. Descriptive (setting, what the people are doing & why)
  2. Perspective (how others feel & react)
  3. Directive (I will ... & I will try .... statements)
  4. Control (strategies the individual will use to remember the story information).
- 

### Tier II Intervention Plan

---

Mar  
29

Due: Wednesday, Mar 29 at 2:59 pm

---

### Quiz Chapter 9 - Did you get it?

---

Mar  
29

Due: Wednesday, Mar 29 at 2:59 pm

---

Complete the online quiz for this chapter

**OR**

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

---

### Quiz Chapter 11 - Did you get it?

---

Apr  
05

Due: Wednesday, Apr 05 at 2:59 pm

---

Complete the online quiz for this chapter

**OR**

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

---

### Related Services: Common Supports for Students with Disabilities

---

Apr  
09

Due: Sunday, Apr 09 at 11:59 pm

---

"Related Services: Common Supports for Students with Disabilities."

Teacher candidates will complete the IRIS on-line modules and submit answers to the assessment and wrap-up questions listed in the Assessment section of the module. To begin each module access <http://iris.peabody.vanderbilt.edu/> (<http://iris.peabody.vanderbilt.edu/>), click on resources, in the topics column click on Related Services. Then click on the specific module, "Related Services: Common Supports for Students with Disabilities." Work through each phase of the module (from the Challenge through the Wrap up). Submit your responses for the Assessment and Wrap-up Sections. Each module is worth 15 points.

---

### Quiz Chapter 12-Did you get it?

---

Apr  
12

Due: Wednesday, Apr 12 at 2:59 pm

---

### Church Accommodations

---

Apr  
16

Due: Sunday, Apr 16 at 2:59 pm

---

Please 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.

#### 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 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.

LDS Disability Resources: <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>)

## Final Presentation

Apr  
19

Due: Wednesday, Apr 19 at 2:00 pm

The oral presentation will consist of a description of the case study you designed in your final project. Please include the following:

1. **Demographic** information for the student described.
2. Describe your **moral/ethical and legal responsibilities** for educating students with disabilities. Be sure to cite specific laws as taught in CPSE 300.
3. Describe the student's **disabling condition**. Which of the 13 special education categories will this child be serviced under? Discuss how the condition impacts learning.
4. Analyze the student's learning strengths and limitations.
5. **PLAAFP (Present Level of Academic Achievement and Functional Performance)** for an academic **or** behavioral concern.
6. **Intervention plan** using Tier 2 strategies for the area of concern.
  - a. Write a goal for student performance.
  - b. Plan what you will do and what others can do to meet the goal.
  - c. Describe how you will measure and report progress.
7. **3 evidence based classroom accommodations** that will facilitate learning. Explain why your accommodations are appropriate given the classroom environment and your student's profile. Cite the source for these accommodations.
8. **Your response** to working with students with learning problems. Provide specific examples of how you felt, or how you interacted with the student. Discuss how your feelings influenced your teaching. Describe how the knowledge you have acquired and your experience working with your student have shaped your perception of disability. Be specific.

## Total Time: 7 minutes

CPSE 300 Final Presentation Rubric.docx [Download \(https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=ac459a13-mQkP-lv13-KmvD-gY5f0ad60126&pubhash=IbGeeDG8csz3MLQAXcLOCO6YzILGAFhWf28QCwFxzSIkjjBYtWc4L81PIARYulyY0bbLg1t14\\_U9mKaC10Q20g==\)](https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=ac459a13-mQkP-lv13-KmvD-gY5f0ad60126&pubhash=IbGeeDG8csz3MLQAXcLOCO6YzILGAFhWf28QCwFxzSIkjjBYtWc4L81PIARYulyY0bbLg1t14_U9mKaC10Q20g==)

## Final Case Study Part 2

Apr  
19

Due: Wednesday, Apr 19 at 11:59 pm

This is a 2-part assignment. Part 1 (80 points) has its own place to turn it in. Part 2 (20 points) is described below.

(2) You will describe your perceptions of disability and analyze how your experience and the knowledge you have gained have shaped your perception of disability. You will also analyze your collaboration experience (20 points).

Part 2 (20 points)

First, analyze **your response** to working with students with learning problems. Provide specific examples of how you felt, or how you interacted with students before this course (5 points). Discuss how your feelings influenced your teaching (5 points). Describe how the knowledge you have acquired and your experience working with your student have shaped your perception of disability (5 points). Be specific.

Second, **Analyze your collaboration experience**. What did each of you contribute to the process (2 points)? Rate your contributions and your partner's contributions (1 to 5 scale – 5 outstanding, 1 completely inadequate) (1 point). Discuss your successes and/or challenges collaborating (2 points).

## Final Case Study Part 1

Apr  
19

Due: Wednesday, Apr 19 at 11:59 pm

## Final Project (100 points total)

This is a 2-part assignment. Part 1 (80 points) is described below. Part 2 (20 points) has its own place to turn it in.

(1) You will develop a hypothetical case study for your final project. You should draw on your experience in the school to complete this assignment. However, this case study project is hypothetical and is **not** a final report of your field experience. This project provides an opportunity for you to synthesize learning. Because collaboration is essential for meeting the needs of diverse learners, this is a collaboration project. You will work with a peer to complete this project (80 points). The following should be included in your final project and each answer for questions 2-7 should be accompanied with an appropriate citation:

Part 1 (80 points)

1. **Demographic** information for the student described.
  - a. Student's age, gender, grade (2 points)
  - b. Family background (2 points)
  - c. Experience in school (2 points)
  - d. Learner challenges/at-risk characteristics (2 points)
  - e. Student's interests (2 points)
2. Describe your **moral/ethical and legal responsibilities** for educating students with disabilities (6 points). Be sure to cite specific laws as taught in CPSE 300 (3 points).
3. Describe the student's **disabling condition**. Which of the 13 special education categories will this child be serviced under? (2 points) Discuss how the condition impacts learning (6 points). Use appropriate citation (2 points).
4. Analyze the student's learning strengths (4 points) and limitations (4 points). Use appropriate citation (2 points).
5. **Write a PLAAFP (Present Level of Academic Achievement and Functional Performance)** for an academic or behavioral concern (10 points).

PLAAFP Statements.doc [Download \(plugins/Upload/fileDownload.php?fileId=90dfbbd7-H3cm-af4m-AY0P-ike079467e0a&pubhash=JgOpPKAeIYZTuNQH9INcbQa6rLmf\\_1e-1qyio0Nt5xhAWFZmVBqX9WWKz\\_1yMYi7m10J9W3VbCUoDki1RXuTLA==\)](#)

1. Develop an **intervention plan** using Tier 2 strategies for the area of concern.
  - a. Write a goal for student performance (2 points).
  - b. Plan what you will do (2 points) and what others can do (2 points) to meet the goal.
  - c. Describe how you will measure (2 points) and report progress (2 points).
2. **Choose a unit topic (eg: Life cycle of a butterfly) and describe how you will use Universal Design for Learning to teach the unit.** Specifically state how you will use Multiple means of: Representation (2 points), Engagement (2 points) and Expression (2 points) for this unit.
3. **Describe how you will teach** Describe 3 evidence based classroom accommodations (2 points each) that will facilitate learning. Explain why your accommodations are appropriate given the classroom environment (1 point each) and your student's profile (1 point each). Cite the source for these accommodations (1 point each).

#### Praise Notes

Apr 26 Due: Wednesday, Apr 26 at 10:00 pm

##### Option 1:

Create a praise note and present 10 praise notes to various students. The praise note should include spaces for (a) The name of the student. (b) Describe the specific behavior.

Use the praise note log provided at the end of the syllabus and provide a copy of the template you used for your praise notes. See attachment for additional information OR...

##### Option 2

Teacher candidates will engage in a high rate of verbal praise through the course of the field experience. Praise and corrections will be recorded over three 10 minute periods by the teacher candidate. 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 in attachment for additional information)

Field Assignment 3 - PBS.docx [Download \(plugins/Upload/fileDownload.php?fileId=b66bd608-Zuru-tJkN-Zi8E-n1f8f5a585a3&pubhash=Alw2Jsfzb3lE2nHt3R7ezndC04p5axJzr6\\_3HxRn0yqho8VejJ4LNBHvEIMp0L\\_CHq6Ac4JBXNG7rgl4bywtUq==\)](#)

#### Field Experience Written Report

Apr 26 Due: Wednesday, Apr 26 at 10:00 pm

Describe your moral/ethical and legal responsibilities for educating students with disabilities (consider the 6 components of IDEA). 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 student. Discuss how your feelings influenced your teaching. Describe how the knowledge you have acquired and your experience working with your students have shaped your perception of disability. Be specific. Describe your perceptions of disability and analyze how the experience and knowledge you have gained have shaped your perception of disability.

#### Dr. Erik Carter Presentation

Apr 26 Due: Wednesday, Apr 26 at 11:59 pm

Erik Carter, Ph.D., FAIDD, is a Professor in the Department Special Education at Vanderbilt University and a member of the Vanderbilt Kennedy Center. His research and teaching focus on promoting inclusion, belonging, and valued roles in school, work, community, and congregational settings for children and adults with intellectual disability, autism, and multiple disabilities.

To earn these extra credit points, please watch the video (the link will be emailed to you) and submit a one-page writeup (single spaced, standard formatting and conventions) answering the following questions

- 1 - What did Dr. Carter present and how does it connect with what you have learned in CPSE 300?
- 2 - What will you do different in the future as a result of Dr. Carter's presentation? Why? For example, you might think differently about problems in education, apply new instructional strategies, or prioritize your time in new ways.

#### Field Experience Reflection Log

This assignment consists of four parts: (1) Log the time you spent working with the student(s), the date, location and activity; (2) Describe the learning activity and any learning activity you might observe for the student(s) with whom you are working; (3) List how or what you did to assist the student(s) with the assigned learning activity; (4) List and reference an accommodation that addresses the concern. (See attached sample/template) Field Assignment 2 - Practicum Reflection Log.docx [Download](#) [https://plugins/upload/fileDownload.php?fileId=57c40ab7-WBDd-K5HI-GcRb-Wn9829286da2&pubhash=zFmelUdC4qWKfRqs0DQAOBWrFoiCaic\\_012JnEC30tMZ95siz3jD3FN8VR6IU7VS96kyhPTnQ1v7iRxxhL1IQ==](https://plugins.upload/fileDownload.php?fileId=57c40ab7-WBDd-K5HI-GcRb-Wn9829286da2&pubhash=zFmelUdC4qWKfRqs0DQAOBWrFoiCaic_012JnEC30tMZ95siz3jD3FN8VR6IU7VS96kyhPTnQ1v7iRxxhL1IQ==)

## 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

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>).

### 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.

## Schedule

Date	Today's Lecture:	Due Today:	Due Next Time:
Week 1			
W Jan 11 Wednesday	<p><b>Lecture Topic:</b> Introduction to Course: Disability Awareness</p> <p><b>Interpersonal Relations -</b> 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><b>Read for Next Lecture:</b> MindTap text:</p> <ul style="list-style-type: none"> <li>Chapter 1: Pgs 2-10, Pgs 15-16 on Public Law 94-142, Pgs: 21-27 on IDEA</li> <li>Chapter 3: Full Chapter</li> </ul> <p><b>Watch:</b> Chap 3 Video Case: "Before Referral" and complete adjoining questions.</p> <p><b>Complete:</b> MindTap Chapter 1 Quiz Wrapping It Up MindTap Chapter 3 Quiz Wrapping It Up</p>
Week 2			
W Jan 18 Wednesday	<p><b>Lecture Topic:</b> Special Ed Foundation: Teaching in Today's Classrooms, IEPs and 504 Plans</p> <p><b>Interpersonal Relations -</b> 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><b>Chapter 1 Wrapping It Up Quiz Due</b></p> <p><b>Chapter 3 Wrapping It Up Quiz Due</b></p> <p><b>Chapter 3 Video Case questions Due</b></p>	<p><b>Read for Next Lecture:</b> MindTap text: Chapter 7</p> <ul style="list-style-type: none"> <li>7-1 Collaboration pp. 163-172</li> <li>7-4 Cooperative Teaching pp. 176-181</li> </ul> <p><b>Complete:</b></p> <ul style="list-style-type: none"> <li>MindTap Chapter 7 Quiz Did you get it?</li> <li>Select Partner and disability for upcoming presentation and fill out Google Doc <a href="https://docs.google.com/spreadsheets/d/1bebH7trrSVMxCD_Abx4One3mhjNGhU0ZqG9mjvRj3Q/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1bebH7trrSVMxCD_Abx4One3mhjNGhU0ZqG9mjvRj3Q/edit?usp=sharing</a></li> </ul>
Week 3			



W Jan 25 Wednesday	<p><b>Lecture Topic:</b> Collaboration: IEP Process</p> <p><b>Collaboration</b> - 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><b>Chapter 7 MindTap Did you get it? Quiz Due</b></p>	<p><b>Read for Next Lecture:</b> Chapter 5 (Full Chapter)</p> <p><b>Watch:</b> Chapter 5 Video Case and complete adjoining questions</p> <p><b>Complete:</b></p> <ul style="list-style-type: none"> <li>MindTap Chapter 5 Quiz: Did you get it?</li> <li>Have Disability Presentations ready to present next class</li> </ul>
Week 4			
W Feb 01 Wednesday	<p><b>Lecture Topic:</b> Learners with Low Incidence Disabilities: Developmental Delays, Intellectual Impairment</p> <p><b>Special Needs Learning Characteristics</b> – Candidates describe learning characteristics of special needs students.</p>	<p><b>Chapter 5 MindTap Did you get it? Quiz Due</b></p> <p><b>Chapter 5 Video Case questions Due</b></p> <p><b>Disability Presentation</b></p>	<p><b>Read for Next Lecture:</b></p> <ul style="list-style-type: none"> <li>Chapter 4 (Full Chapter)</li> <li>What Every Good Teacher Should Know (WETSKA) Part I (pgs. 1-25)</li> </ul> <p><b>Watch:</b> Chapter 4 Video Case and complete adjoining questions.</p> <p><b>Complete:</b></p> <ul style="list-style-type: none"> <li>MindTap Chapter 4 Quiz: Did you get it?</li> <li>Have Disability Presentations ready to present next class</li> </ul>
Week 5			
W Feb 08 Wednesday	<p><b>Lecture Topic:</b> Learners with High Incidence Disabilities: Communication Disorders, Specific Learning Disabilities</p> <p><b>Special Needs Learning Characteristics</b> – Candidates describe learning characteristics of special needs students.</p>	<p><b>Chapter 4 MindTap Did you get it? Quiz Due</b></p> <p><b>Chapter 4 Video Case questions Due</b></p> <p><b>Disability Presentations continued</b></p>	<p><b>Read for Next Lecture:</b></p> <ul style="list-style-type: none"> <li>Chapter 6 (Full Chapter)</li> </ul> <p><b>Watch:</b> Chapter 6 Video Case and complete adjoining questions</p> <p><b>Complete:</b></p> <ul style="list-style-type: none"> <li>MindTap Chapter 6 Quiz: Did you get it?</li> <li>Disability Awareness Assignment</li> </ul>
Week 6			
W Feb 15 Wednesday	<p><b>Lecture Topic:</b> Gifted and Talented, Culturally and Linguistically Diverse Populations, Students who are at-risk</p> <p><b>Special Needs Learning Characteristics</b> – Candidates describe learning characteristics of special needs students.</p>	<p><b>Chapter 6 MindTap Did you get it? Quiz Due</b></p> <p><b>Chapter 6 Video Case questions Due</b></p> <p><b>Disability Awareness Assignment</b></p>	<p><b>Read for Next Lecture:</b></p> <ul style="list-style-type: none"> <li>Chapter 10 <ul style="list-style-type: none"> <li>10-1(a-e) Stages of Learning pp. 251-254</li> <li>10-2e Apply Mediated Scaffolding pp. 263-268</li> <li>10-2f Provide Purposeful and Cumulative Review pp. 268-271</li> </ul> </li> <li>WETSKA Part II (pgs 42-52)</li> </ul> <p><b>Complete:</b></p> <ul style="list-style-type: none"> <li>MindTap Chapter 10 Quiz: Did you get it?</li> <li>IRIS RTI</li> </ul>
Week 7			
T Feb 21 Tuesday	<b>Monday Instruction</b>		

W Feb 22 Wednesday	<p><b>Lecture Topic:</b> Response to Intervention (MTSS)</p> <p><b>Professional Practice -</b> Candidates fulfill all duties and assignments, comply with all education laws and policies, and continue to improve professional practice.</p>	<p><b>Chapter 10 MindTap Did you get it? Quiz Due</b></p> <p><b>RTI: (Part 1) AN OVERVIEW</b></p>	<p><b>Read for Next Lecture:</b></p> <ul style="list-style-type: none"> <li>• Chapter 8 <ul style="list-style-type: none"> <li>◦ 8-1 Four Components of Universally Designed Curriculum pp. 186-200</li> <li>◦ 8-4 Using Adaptations to Support Universally Designed Learning Environments pp. 214-216</li> <li>◦ 8-5 Collaboration in Planning Universally Designed Learning Environments pp. 216-218</li> </ul> </li> <li>• Chapter 2 <ul style="list-style-type: none"> <li>◦ 2-1 The Concept of Universal Design pp. 32-34</li> <li>◦ 2-3 Three Essential Qualities of UDL: Representation, Engagement, &amp; Expression 43-49</li> <li>◦ 2-4 UDL &amp; Differentiated Instruction pp. 49-53</li> </ul> </li> </ul> <p><b>Complete:</b></p> <ul style="list-style-type: none"> <li>• MindTap Chapter 8 Quiz: Did you get it?</li> <li>• MindTap Chapter 2 Quiz: Did you get it?</li> </ul>
Week 8			
W Mar 01 Wednesday	<p><b>Lecture Topic:</b> Universal Design</p> <p><b>Instructional Strategies -</b> 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><b>Chapter 8 MindTap Did you get it? Quiz Due</b></p> <p><b>Chapter 2 MindTap Did you get it? Quiz Due</b></p> <p><b>UDL Lesson Plan</b></p>	<p><b>Read for Next Lecture:</b></p> <ul style="list-style-type: none"> <li>• Chapter 13 <ul style="list-style-type: none"> <li>◦ Introduction pp. 341-344</li> <li>◦ 13-1 Goals: Literacy Instruction Big Ideas pp. 344-350</li> <li>◦ 13-2 Literacy Assessment pp. 350-354</li> <li>◦ 13-3 Methods, Materials, and Resources that Promote Literacy for All Learners pp. 354-365</li> </ul> </li> <li>• WETSKA Part IV (pgs. 99-117)</li> </ul> <p><b>Complete:</b></p> <ul style="list-style-type: none"> <li>• MindTap Chapter 13 Quiz: Did you get it?</li> </ul>
Week 9			
W Mar 08 Wednesday	<p><b>Lecture Topic:</b> Instructional Strategies: Effective Language Arts Instruction, Lesson Accommodations, Assistive Technology, Social Stories</p> <p><b>Instructional Strategies -</b> 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><b>Chapter 13 MindTap Did you get it? Quiz Due</b></p> <p><b>Writing a PLAFP</b></p>	<p><b>Read for Next Lecture:</b></p> <ul style="list-style-type: none"> <li>• Chapter 14 <ul style="list-style-type: none"> <li>◦ Introduction pp. 380-382</li> <li>◦ 14-1 Establish Learning Goals: Big Ideas in Mathematics Instruction pp. 382-386</li> <li>◦ 14-2 Assessment of Mathematics pp. 386-390</li> <li>◦ 14-3 Methods, Materials, and Resources That Promote Mathematics for All Learners pp. 390-409</li> </ul> </li> <li>• WETSKA Part IV (pgs. 117-125)</li> </ul> <p><b>Complete:</b></p> <ul style="list-style-type: none"> <li>• MindTap Chapter 14 Quiz: Did you get it?</li> <li>• Social Stories Assignment</li> </ul>
Week 10			
W Mar 15 Wednesday	<p><b>Lecture Topic:</b> Instructional Strategies: Effective Mathematics Instruction</p> <p><b>Instructional Strategies -</b> 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><b>Chapter 14 MindTap Did you get it? Quiz Due</b></p> <p><b>Social Stories</b></p>	<p><b>Read for Next Lecture:</b></p> <ul style="list-style-type: none"> <li>• Chapter 9 <ul style="list-style-type: none"> <li>◦ 9-1b Alternative Assessment pp. 223</li> <li>◦ 9-3 Planning and Organizing Assessments pp. 233-234</li> <li>◦ 9-4 Recording Assessments pp. 235-237</li> <li>◦ 9-5 Applying UDL Principles pp. 237-247</li> </ul> </li> <li>• WETSKA Part III (pgs 81-98)</li> </ul> <p><b>Complete:</b></p> <ul style="list-style-type: none"> <li>• MindTap Chapter 9 Quiz: Did you get it?</li> </ul>
Week 11			
W Mar 22 Wednesday	No Class		
Week 12			

W Mar 29 Wednesday	<p><b>Lecture Topic:</b> Assessment</p> <p><b>Assessment Plans and School Support</b> - Candidates develop assessment plans to evaluate students' progress and collaborate with school experts to support student learning.</p>	<p><b>Chapter 9 MindTap Did you get it? Quiz Due</b></p> <p><b>Tier II Intervention Plan</b></p>	<p><b>Read for Next Lecture:</b></p> <ul style="list-style-type: none"> <li>Chapter 11 (Full Chapter)</li> <li>WETSKA Part I, pg. 25-40</li> <li><b>IRIS Module:</b> Behavior Management - SOS: Helping Students Become Independent Learners</li> </ul> <p><b>Complete:</b></p> <ul style="list-style-type: none"> <li>MindTap Chapter 11 Quiz: Did you get it?</li> </ul>
Week 13			
W Apr 05 Wednesday	<p><b>Lecture Topic:</b> Effective Social Behavior Support</p> <p><b>Instructional Strategies</b> - 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><b>Chapter 11 MindTap Did you get it? Quiz Due</b></p>	<p><b>Read for Next Lecture:</b></p> <ul style="list-style-type: none"> <li>Chapter 12 (pp. 319-330) <ul style="list-style-type: none"> <li>12-2</li> <li>12-3</li> <li>12-4</li> </ul> </li> </ul> <p><b>Complete:</b></p> <ul style="list-style-type: none"> <li>MindTap Chapter 11 Quiz: Did you get it?</li> </ul>
Week 14			
W Apr 12 Wednesday	<p><b>Lecture Topic:</b> Gospel Perspective on Disabilities</p> <p><b>Interpersonal Relations</b> - 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><b>Chapter 12 MindTap Did you get it? Quiz Due</b></p>	<p><b>Complete:</b></p> <ul style="list-style-type: none"> <li>Final Case Study Part 1</li> <li>Final Case Study Part 2</li> <li>Final Presentation</li> </ul>
Week 15			
W Apr 19 Wednesday	<p>Final Exam (Presentations):</p>	<p><b>Final Presentation Final Case Study Part 1 Final Case Study Part 2</b></p>	<p><b>Complete:</b></p> <ul style="list-style-type: none"> <li>Praise Note Assignment</li> <li>Field Experience Reflection Log</li> <li>Field Experience Written Report</li> </ul>
Week 16			
W Apr 26 Wednesday	<p>Final Exam (Presentations)</p>	<p><b>Praise Notes Field Experience Reflection Log Field Experience Written Report</b></p> <p><b>Extra Credit: Dr. Carter lecture</b></p> <p><b>Dr. Erik Carter Presentation</b></p>	