

CPSE 440 - C + I Sec Stnds w/Disabilities Winter 2014

Section 001: 283 MCKB on W from 1:30 pm - 3:20 pm

Instructor/TA Info

Instructor Information

Name: Betty Ashbaker

Office Location: 340Q MCKB

Office Phone: 801-422-8361

Office Hours: Mon 10:00am-10:45am

Wed 1:00pm-1:20pm

Or By Appointment

Email: betty_ashbaker@byu.edu

Appointments: I can better prepare for you and avoid interruptions if you pre-arrange an appointment.

TA Information

Name: Amy Stillman

Email: frostythestillman@yahoo.com

Name: Sarah Jacques

Email: sarjacqu@gmail.com

Course Information

Description

Curriculum and instruction for secondary special needs students including adaptations, accommodations, and transition-related planning and instruction.

Prerequisites

Passing grades in all Fall semester CPSE courses

Materials

Image	Item	Vendor	Price (new)	Price (used)
	Pathways Success Trans&wetska Trans&idea 04 Required by C, KOCHHAR-BRYANT, Pearson; (1230793200) ISBN: 9780135112816	BYU Bookstore	<u>123.60</u>	<u>92.70</u>
	What Every Teacher Should Know About Transition and IDEA 2004 Required by Kochler-Bryant, Shaw & Izzo Pearson; (2009)			

Teaching Philosophy

Methodologies/Teaching Strategies:

Course format will include lecture, group discussion, panel discussion, small group work, service learning, and research participation.

Class Activities and percentage of class time used for each:

- Large group discussion (25%)
- Student presentations to class (10%)
- Application-a limited percentage of time will be spent on the application of principles, case studies, or unique situations that involve analysis and problem solving. (15%)
- A minimal portion of class time will be dedicated to written quizzes and reflection (5%)
- Discussion, reflection and simulation activities in Small groups (20%)

Grading Policy

Class participation (3 points per class x14) Total of 42 points

Students who attend and participate in class activities and discussions learn more. Make class fun and meaningful by attending and being involved. Contact the professor before class if an emergency or illness prevents attendance. Students with unexcused absences forfeit 3 points per class period. Un-excused late arrivals or early departures will result in a 2-point deduction.

Disability Profile- 30 points

Submit a 4-5 page paper on a high incidence disability-and its implications for helping students iwth that disability in transitioning into and out of secondary schools. Address the specifics of this disability:

- *Define the disability*
- *State any known causes for this disability*
- *Include national occurrence rates*
- *Clearly detail at least 3 (research-based) teaching strategies that may be used for secondary students with this disability*
- *Explain the transition process for these students*
- *Use at least 3 professional sources from which you obtained your information.*

Note: *While some information for this report can be found in the text, you will be able to find multiple other sources, which enhance your knowledge and the report you write. Please identify a minimum of 4 additional internet resources for your paper. Use APA format. The report must be long enough to cover all of the necessary information; but it is estimated (based in previous papers) that adequately covering the topic will take approximately 4 double spaced pages.*

IRIS Module- 15 Points

School Counselors: Facilitating Transitions for Students with Disabilities from High School to Post-School Settings; Perspectives and resources
<http://iris.peabody.vanderbilt.edu/cou2/cresource.htm>

Secondary Reading, Writing, or Study Skills Lesson- 30 Points

*Plan and carry out an academic transition activity for a student or students with a disability. You will write a lesson plan using the direct instruction model and teach the lesson to one or more students at your practicum site. Include cultural considerations as well as support for diverse learners. Submit the planed lesson **and** a 1-2 page written report about the experience which will include; how long it took to teach the lesson (and how long you planned to teach it), how students received the lesson, identify the measurements you used to identify whether or not the students learned the concepts, a self-evaluation of how successful you were, and changes you will make to the lesson to make it more*

Answer short, (unannounced) quizzes on selected chapters

Planning and Budgeting for Life- 100 points

Based on your practica, describe your student thoroughly including likes, dislikes, strengths, areas of concern, family support, culture considerations, relationships in school, and pre-employment skills. Assume that your student will graduate from high school. What kind of employment is available to your student? (You may need to interview personnel directors, employment specialists, rental agents, city or county officials, and school personnel). Prepare a realistic monthly budget for your student with income from one of the jobs you've described. Be sure to include housing, food, transportation, recreation, clothing, taxes, insurance, and any other expenses you think are reasonable. Write a transition plan (ITP) for the student using the given forms and information from the assessments.

Course Evaluation (Online)- 5 bonus points

Total Points Possible: 277

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%

Learning Outcomes

Historical foundations

Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice of transition/secondary special education.

Continuum of placement

Continuum of placement and services available for individuals with disabilities at the secondary level.

Psychological and social-emotional characteristics

Psychological and social-emotional characteristics of individuals with disabilities as adolescents and young adults.

Specialized materials and instructional approaches

Specialized materials and instructional approaches for individuals with disabilities at the secondary level.

Instructional strategies and practices

Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities at this level.

Strategies

Strategies for integrating student initiated learning experiences into ongoing instruction.

Transition planning

Assessing for transition planning.

Multicultural competence

Multicultural competence in transition planning processes

Research-supported methods for academic instruction

Use research-supported methods for academic instruction of secondary age individuals with disabilities.

Research-supported methods for non-academic instruction

Use research-supported methods for non-academic instruction of secondary age individuals with disabilities.

Adaptations and technology

Use appropriate adaptations and technology for all individuals with disabilities.

Resources and techniques for transitioning

Use resources and techniques for transitioning individuals with disabilities into and out of school and post-school environments.

Assignments

Assignment Descriptions

January 8

Jan
08

Due: Wednesday, Jan 08 at 1:30 pm

January 22

Jan
15

Due: Wednesday, Jan 15 at 1:30 pm

Jan 15

Jan
15

Due: Wednesday, Jan 15 at 3:59 pm

Ch. 2: Student Populations and Their Transition Needs

Jan
18

Due: Saturday, Jan 18 at 11:59 pm

Description

February 12

Jan
22

Due: Wednesday, Jan 22 at 1:30 pm

**Jan
25**

Due: Saturday, Jan 25 at 11:59 pm

Description

Jan 29**Jan
29**

Due: Wednesday, Jan 29 at 3:59 pm

Ch. 5: Coordinating Systems and Agencies for Successful Transition: Middle School to Postsecondary**Feb
01**

Due: Saturday, Feb 01 at 11:59 pm

Description

March 5**Feb
05**

Due: Wednesday, Feb 05 at 2:30 pm

Ch. 6: Research-Based Best Practices in Transition**Feb
08**

Due: Saturday, Feb 08 at 11:59 pm

Description

March 19**Feb
12**

Due: Wednesday, Feb 12 at 1:30 pm

IRIS Module**Feb
12**

Due: Wednesday, Feb 12 at 1:30 pm

Feb 19**Feb
12**

Due: Wednesday, Feb 12 at 2:59 pm

Ch. 7: Transition Assessment

15

Description

Ch. 8: Transition Pathways**Feb
22**

Due: Saturday, Feb 22 at 11:59 pm

Description

Ch. 3: History and Philosophy of Transition**Feb
25**

Due: Tuesday, Feb 25 at 11:59 pm

Description

Feb 26**Feb
26**

Due: Wednesday, Feb 26 at 2:59 pm

Ch. 9: Transition Planning for Coordinated Services**Mar
01**

Due: Saturday, Mar 01 at 11:59 pm

Description

Video of Susan Loving**Mar
08**

Due: Saturday, Mar 08 at 11:59 pm

Chapter 10: Interagency Agreements for Transition**Mar
08**

Due: Saturday, Mar 08 at 11:59 pm

Description

Ch. 11: The Final Phase of Transition: Follow-up and Evaluation**Mar
15**

Due: Saturday, Mar 15 at 11:59 pm

Description

**Mar
17**

Due: Monday, Mar 17 at 11:59 pm

Quiz covering the Transition and IDEA-2004 manual

Laboto Vocational Rehab Video

**Mar
22**

Due: Saturday, Mar 22 at 11:59 pm

Video of Leah Laboto

Mar 26

**Mar
26**

Due: Wednesday, Mar 26 at 2:59 pm

April 2

**Apr
02**

Due: Wednesday, Apr 02 at 2:30 pm

Ch. 12: Transition to Post-High School Settings

**Apr
05**

Due: Saturday, Apr 05 at 11:59 pm

Description

April 9

**Apr
09**

Due: Wednesday, Apr 09 at 11:59 pm

Course Evaluation

**Apr
15**

Due: Tuesday, Apr 15 at 11:59 pm

Planning & Budget

**Apr
15**

Due: Tuesday, Apr 15 at 11:59 pm

Based on your practica, describe your student thoroughly including likes, dislikes, strengths, areas of concern, family support, culture considerations, relationships in school, and pre-employment skills. Assume that your student will graduate from high school. What kind of employment is available to your student? (You may need to interview personnel directors

described. Be sure to include housing, food, transportation, recreation, clothing, taxes, insurance, and any other expenses you think are reasonable. Write a transition plan (ITP) for the student using the given forms and information from the assessments.

April 16

Apr
16

Due: Wednesday, Apr 16 at 11:59 pm

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.

Schedule

Date	Column 1	Column 2
W - Jan 08	Chapter 1: Introduction to Transition	

Date	Column 1	Column 2
Sa - Jan 11		
T - Jan 14	University Devotional: Bishop Gary E. Stevenson	
W - Jan 15	Chapters 2 and 3: Student Populations and Their Transition Needs Chapter 3: History and Philosophy of Transition	Ch. 2: Student Populations and Their Transition Needs Opens
Sa - Jan 18		Ch. 2: Student Populations and Their Transition Needs Closes
M - Jan 20	Martin Luther King Jr. Holiday	
T - Jan 21	University Devotional: Jonathan Sandberg, Family Life	
W - Jan 22	Chapter 4: Federal Legislation, Research, and State Initiatives Advance Transition Services Policy and Placement	Ch. 4: Federal Legislation, Research, and State Initiatives Advance Transition Services Policy and P Opens
Sa - Jan 25		Ch. 4: Federal Legislation, Research, and State Initiatives Advance Transition Services Policy and P Closes
W - Jan 29	Chapter 5: Coord Systems Leah Laboto Video	Ch. 5: Coordinating Systems and Agencies for Successful Transition: Middle School to Postsecondary Opens
Sa - Feb 01		Ch. 5: Coordinating Systems and Agencies for Successful Transition: Middle School to Postsecondary Closes
T - Feb 04	University Devotional: Elder Anthony D. Perkins	

Date	Column 1	Column 2
W - Feb 05	No Class Chapter 6 IRIS Module: http://iris.peabody.vanderbilt.edu/cou2/cresource.htm	Ch. 6: Research-Based Best Practices in Transition Opens Time Commitment Sheet
Sa - Feb 08		Ch. 6: Research-Based Best Practices in Transition Closes
W - Feb 12	Chapter 7: Transition Assessment and COPS	Ch. 7: Transition Assessment Opens IRIS Module
Th - Feb 13		Ch. 3: History and Philosophy of Transition Opens
Sa - Feb 15		Ch. 7: Transition Assessment Closes
T - Feb 18	Monday Instruction	
W - Feb 19	Chapter 8: Transition Pathways What Every Teacher Should Know about Transition (WETSKA)	Ch. 8: Transition Pathways Opens IDEA Quiz Opens
Sa - Feb 22		Ch. 8: Transition Pathways Closes
T - Feb 25	University Forum: Al Mohler, President of The Southern Baptist Theological Seminary	Ch. 3: History and Philosophy of Transition Closes
W - Feb 26	Chapter 9: Transition Planning	Ch. 9: Transition Planning for Coordinated Services Opens
Sa - Mar 01		Ch. 9: Transition Planning for Coordinated Services Closes

Date	Column 1	Column 2
W - Mar 05	Chapter 10: Interagency Agreements	Chapter 10: Interagency Agreements for Transition Opens
Sa - Mar 08		Chapter 10: Interagency Agreements for Transition Closes Video of Susan Loving
W - Mar 12	Chapter 11: Follow up Graduation requirements video with Susan Loving https://vimeo.com/88497367	Ch. 11: The Final Phase of Transition: Follow-up and Evaluation Opens Lesson Plan
Sa - Mar 15		Ch. 11: The Final Phase of Transition: Follow-up and Evaluation Closes
M - Mar 17		IDEA Quiz Closes
W - Mar 19	No Class Watch Leah Laboto Videos: Here are the links for the four videos: https://vimeo.com/86722211 (Severe) https://vimeo.com/86722213 (Severe) https://vimeo.com/86722214 (Mild/Moderate) https://vimeo.com/86722212 (Mild/Moderate) Answer the study Guide questions. Assessment, Budget Planning, and Report Writing	
Sa - Mar 22		Laboto Vocational Rehab Video
W - Mar 26	Assessment and Accommodations with Paul Ashby Class held in Maeser 321 (Auditorium)	
W - Apr 02	Planning for Post Secondary	Ch. 12: Transition to Post-High School Settings Opens COPS assessment

Date	Column 1	Column 2
Sa - Apr 05		Ch. 12: Transition to Post-High School Settings Closes
W - Apr 09	Teachers as leaders	Mentor Teacher Evaluation FED
Th - Apr 10		
Sa - Apr 12		Reflection Papers
T - Apr 15		Planning & Budget
W - Apr 16		Portfolios due
Th - Apr 17	Exam Preparation Day	
Sa - Apr 19	Final Exam: 283 MCKB 2:30pm - 5:30pm	