

# Instructor/TA Info

## Instructor Information

**Name:** Kaitlyn Osborne

**Office Hours:** Only By Appointment

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## Course Information

### Description

This course prepares future secondary classroom teachers to understand how students with exceptionalities learn and to use basic strategies for meeting their educational needs. Participants will identify the way 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.

### Prerequisites

Admission to Secondary Education program or consent of instructor.

### 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%

### Course Purpose

#### CPSE 402: Educating Students with Disabilities in Secondary Education

Issues, policies, and methods in teaching secondary students with disabilities in general education classrooms.

### Learning Outcomes

#### Special education and the Individuals with Disabilities Education Act (IDEA)

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

#### Students with disabilities

2. Describe the academic and behavioral characteristics and educational implications of students with high and low incidence disabilities.

#### Culture, ethnicity, language diversity, and disability

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

#### Teaching students with disabilities in the general classroom

4. Explain research-supported methods for academic instruction of individuals with disabilities, including explicit instruction, learning strategies, task analysis, active participation, classroom management, and accommodation for the general curriculum.

#### Models and strategies for collaboration and consultation

5. Describe models and strategies of consultation and collaboration including co-planning and co-teaching.

### Learning Outcomes

- Demonstrate sensitivity to individuals with disabilities.
- Describe the effects of cultural, ethnic, and language diversity on the education of individuals with disabilities.
- Describe the steps in the Individual Education Program (IEP) process, including Individualized Transition Plans for students aged 14-22.
- Use research-supported methods for academic instruction of individuals with disabilities including explicit instruction, learning strategies, task analysis, and active participation.
- Describe models and strategies of consultation and collaboration including co-planning and co-teaching.
- Define special education and describe the legal structure of services for individuals with disabilities, including the Individuals with Disabilities Education Act (IDEA).

- Develop a personal philosophy of special education which includes an understanding of the implications of Least Restrictive Environment as defined in IDEA.
- Demonstrate knowledge of basic classroom management theories and an understanding of teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
- Describe the characteristics and educational implications of students with high and low incidence disabilities.
- Demonstrate ability to identify and prioritize areas of the general curriculum and provide accommodations for individuals with exceptional learning needs.

### Grading Policy

Assignments are due at the beginning of class. Late assignments are worth 50% for up to a week. After a week late assignments will not be accepted.

Some assignments are completed during class. If you are absent you will not be able to make up the missed work. In the case of university excused absences speak to the professor.

### Participation Policy

The class sessions are designed with you in mind. Please plan to attend each of them and to participate actively in the problem solving activities. You will complete several in-class assignments that will count toward your grade. You will work in cooperative teams throughout the semester. Your participation in these teams will be valued. It is important to share your experiences and insights.

### Attendance Policy

Students are expected to attend each class. **Attendance will be taken at the beginning of each class. Points are given for being ontime to class and staying until class is over.** *At the discretion of the instructor a students final grade may be lowered if the student has excessive non-university excused absences or tardies.* This will be done on a case by case basis. It is the students responsibility for documenting any university excused absences. University excused absences will not count against a student. Emailing the instructor before class letting them know you will not be in class does not make the absence excused.

## Assignments

### Assignment Description

#### Special Ed Law Quiz

Jan 14 Due: Tuesday, Jan 14 at 4:30 pm

This is an assessment of your completion of the readings for Special Ed Law.

#### IRIS Module

Jan 21 Due: Tuesday, Jan 21 at 11:59 pm

IRIS Module 1- RTI- Assessment Question

Go to the IRIS module at the link below and complete all sections.

<http://iris.peabody.vanderbilt.edu/module/rti01-overview/> (<http://iris.peabody.vanderbilt.edu/module/rti01-overview/>)

Answer questions in assessment section and submit on Learning Suite

#### Individualized Education Programs Quiz

Jan 28 Due: Tuesday, Jan 28 at 4:30 pm

This is an assessment of your completion of the readings for Individualized Education Programs.

#### Co-Teaching and Co-Planning Quiz

Feb 04 Due: Tuesday, Feb 04 at 4:30 pm

This is an assessment of your completion of the readings for Co-Planning and Co-Teaching.

#### Co-Teaching Assignment

Feb 11 Due: Tuesday, Feb 11 at 6:30 pm

Co-Teaching Assignment .doc [Download \(plugins/Upload/fileDownload.php?fileId=ffd25313-m9jX-4Za1-uaio-QP3d8861a0ca&pubhash=PWC\\_ORuBdpNwN1t6TwaIwtLCX\\_zmq7Oq2\\_ASBJYJMvPeAhuNCcY\\_EeB48zX8LwoX2pmaqmw4DiVr2yXqgb7leg==\)](#)

#### Communication Disorders Quiz

Feb

**25**

Due: Tuesday, Feb 25 at 4:30 pm

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This is an assessment of your completion of the readings for Communication Disorders.

**Isabel**

Feb

**25**

Due: Tuesday, Feb 25 at 11:59 pm

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This is an assessment of your completion of the readings for your case study student Isabel.

**Brittney**

Feb

**25**

Due: Tuesday, Feb 25 at 11:59 pm

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This is an assessment of your completion of the readings for your case study student Brittney.

**James**

Feb

**25**

Due: Tuesday, Feb 25 at 11:59 pm

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This is an assessment of your completion of the readings for your case study student James.

**Shawn**

Feb

**25**

Due: Tuesday, Feb 25 at 11:59 pm

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This is an assessment of your readings for your case study student Shawn.

**Classroom Strategies**

Mar

**03**

Due: Tuesday, Mar 03 at 4:30 pm

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Complete three of the six content pages under the tab Classroom Strategies. After you have completed all three content pages, complete the quiz.

**Learning Goals Assignment**

Mar

**03**

Due: Tuesday, Mar 03 at 11:59 pm

**Assessment Quiz**

Mar

**10**

Due: Tuesday, Mar 10 at 4:30 pm

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This is an assessment of your completion of the readings for Assessment.

**Common Assessment Plan**

Mar

**10**

Due: Tuesday, Mar 10 at 11:59 pm

**Universal Design Quiz**

Mar

**17**

Due: Tuesday, Mar 17 at 4:30 pm

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This is an assessment of your completion of the readings for Universal Design.

**Universal Design for Instruction**

Mar

**17**

Due: Tuesday, Mar 17 at 11:59 pm

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This assignment has two parts.

Part 1: Lesson plan. Collaborate with your group in class to develop a cohesive unit.

Part 2: Make a video of yourself teaching your lesson from the unit.

**Classroom Management**

Mar

Due: Tuesday, Mar 24 at 4:30 pm

This is an assessment of your completion of the readings for Classroom Management.

### Common Management Plan

Mar  
24

Due: Tuesday, Mar 24 at 11:59 pm

in class

### Supplementary and Intensive Instruction

Mar  
31

Due: Tuesday, Mar 31 at 4:30 pm

This is an assessment of your completion of the learning activities content page for Supplementary and Intensive Instruction.

### Class participation

Apr  
07

Due: Tuesday, Apr 07 at 11:59 pm

Class attendance is worth 3 pts per day. You must be in class seated on time to get the 3 pts. No pts will be given if you are late or absent.

### Teacher Instructional Decision Making Assignment

Apr  
07

Due: Tuesday, Apr 07 at 11:59 pm

#### Teacher Instructional Decision Making Assignment

(Work as an individual)

Utah Effective Teaching Standard 5: The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

Purpose: To determine how you will use assessment to make instructional decisions that meet the needs of your case study students.

On this assignment:

- Describe what you would use to pre, formatively, and post to assess your students during the lesson you taught.
- Describe how you would expect each case study student to perform on your assessments.
- Submit your assignment on the group google doc

### Instructional Decision Making Assignment

Apr  
07

Due: Tuesday, Apr 07 at 11:59 pm

#### Professional Learning Community Instructional Decision Making Assignment

(Work as a group)

Utah Effective Teaching Standard 8: The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

Purpose: To work collaboratively to determine how to address the needs of each student in the classroom in regards to class and common assessments.

On this assignment

- As a group discuss how you will use small group instruction to address the needs of students who were not successful on your lesson assessments.
  - Each student should describe a method of cooperative learning that you feel would work successfully in your class to address the needs of students in small groups on a regular basis. Give an example of how each method of cooperative learning would be used.
  - Then, describe how you would use a flexible schedule to address the needs of students who did not perform well on the common assessment. How will they receive additional instruction while the entire class moves forward to the next unit? Do you have a creative idea of how this can work? Don't be afraid to think outside the box. Work together to come up with a valid solution to this problem.
- Finally, describe how you will collaborate with special education to meet the needs of students who will need one on one instruction on this unit or the pre-skills needed to be successful in this unit. Will you use co-planning, co-teaching, or a professional learning community? Give a detailed response of how often you will meet, what information will be communicated when you meet, and how you will assess if the collaborative arrangement is working.
- Submit your assignment on your group google doc.

### Complete 12 observation hours

Apr  
14

Due: Tuesday, Apr 14 at 11:59 pm

You will be required to complete 12 hours of observation in the school.

You must complete 8 hours in a secondary education classroom. The classroom must be taught by a general education teacher and must include students without disabilities. It must also include at least one student with a disability.

You have the option to complete 4 hours in a volunteer experience of your choice with a person with a disability. The person can be of any age. You can complete these hours in a special education classroom if you choose, but it is not required. You must complete 9 hours to pass the course. If you complete 9-11 hours you will lose 2 percentage points of your final course grade for each hour you do not complete.

Please submit a one page single spaced description of your experience and a log that includes, the dates, times, locations and cooperating teacher(s).

### Disability Experiences

Apr  
14

Due: Tuesday, Apr 14 at 11:59 pm

#### Disability Experiences

Experiences in Working with Students with Disabilities.doc [Download \(plugins/Upload/fileDownload.php?fileId=b68aab01-miTW-FFsq-YoNI-fQ077bc79349&pubhash=9GKvW-PKsJ-PX9mdQXAJmgWK7YNXjJWEI-eW2WILUihCUAF1VuAX7zTn8xgtXtFrqPXwsMk4S7nwVBG1yGt6yw==\)](#)

### Extra Credit: Attend an IEP Meeting

Apr  
22

Due: Wednesday, Apr 22 at 11:59 pm

Write a summary about the meeting and what you learned

## Schedule

Date	Column 1	Topics/Readings Due	Assignments
Week 1			
T Jan 07 Tuesday		Introduction to Course What is a disability?	<b>Brittney Opens</b> <b>Isabel Opens</b> <b>James Opens</b> <b>Shawn Opens</b> <b>Special Ed Law Quiz Opens</b>
Week 2			
T Jan 14 Tuesday		Special Education Law Readings: Special Ed Law and One of the following: Brittney, Shawn, Isabel, or James.	<b>Special Ed Law Quiz Closes</b>
Week 3			
M Jan 20 Monday	<b>Martin Luther King Jr Day</b>		
T Jan 21 Tuesday	No Class	Response to Intervention (RTI) No reading due. Complete Iris Module	IRIS Module Go to the IRIS module at the link below and complete all sections.  <a href="http://iris.peabody.vanderbilt.edu/module/rti01-overview/">http://iris.peabody.vanderbilt.edu/module/rti01-overview/</a>  Answer questions in assessment section and submit on Learning Suite  <b>IRIS Module</b> <b>Individualized Education Programs Quiz</b> <b>Opens</b>
Week 4			
T Jan 28 Tuesday		Readings: Individualized Education Programs and One of the following: Brittney, Shawn, Isabel, or James.  Individual Education Programs (IEP's)  Get organized into Co-teaching groups. Bring references to class next time.	<b>Individualized Education Programs Quiz</b> <b>Closes</b> <b>Co-Teaching and Co-Planning Quiz Opens</b>
Week 5			

T Feb 04 Tuesday	<b>Devotional: Bonnie H. Cordon, Young Women General President</b>	Co-Teaching and Co-Planning Readings: Co-Teaching and Co-Planning and One of the following: Brittney, Shawn, Isabel, or James.	<b>Co-Teaching and Co-Planning Quiz Closes</b>
Week 6			
T Feb 11 Tuesday		Low Incidence Disabilities Co-Teaching Assignment- You will be giving your lesson in class	<b>Co-Teaching Assignment Communication Disorders Quiz Opens</b>
Week 7			
M Feb 17 Monday	<b>Presidents Day</b>		
T Feb 18 Tuesday	<b>Monday Instruction</b>		
Week 8			
T Feb 25 Tuesday	<b>Forum: Marcus Roberts, Jazz Pianist</b>	Readings: Communication Disorders and One of the following: Brittney, Shawn, Isabel, or James. High Incidence Disabilities: Learning Disabilities, Communication Disorders, and Intellectual Disabilities	<b>Communication Disorders Quiz Closes Isabel Closes James Closes Shawn Closes Brittney Closes Classroom Strategies Opens</b>
Week 9			
T Mar 03 Tuesday		Readings: Professional Learning Communities and Professional Learning Communities in Secondary Settings Complete the <i>Learning Goals Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today. Three of the following _ Visual Strategies _ Writing Strategies _ Reading Strategies _ Math Strategies _ Science Strategies _ Memory Strategies <i>You will take a quiz on these content pages after you have completed three.</i>	<b>Classroom Strategies Closes Learning Goals Assignment Assessment Quiz Opens</b>
Week 10			
T Mar 10 Tuesday		Assessment Readings: Assessment Complete the <i>Common Assessment Plan Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.	<b>Assessment Quiz Closes Common Assessment Plan Universal Design Quiz Opens</b>
Week 11			

T Mar 17 Tuesday	<b>Devotional: Jack N. Gerard, General Authority Seventy</b>	Universal Design for Learning Readings: Universal Design for Learning and Complete the <i>Universal Design for Instruction Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.	<b>Universal Design Quiz Closes Classroom Management Opens Universal Design for Instruction</b>
Week 12			
T Mar 24 Tuesday		Classroom Management Readings: Classroom Management and Classroom Strategies Complete the <i>Common Classroom Management Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.	<b>Common Management Plan Supplementary and Intensive Instruction Opens Classroom Management Closes</b>
Week 13			
T Mar 31 Tuesday		Readings: Supplementary and Intensive Instruction	<b>Supplementary and Intensive Instruction Closes</b>
Week 14			
T Apr 07 Tuesday		Making Data Based Decisions for students who need support at Tier II and Tier III as a classroom teacher and in a professional learning community Complete the <i>Teacher Instructional Decision-Making Assignment</i> and the <i>Professional Learning Community Instructional Decision-Making Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.	<b>Class participation Instructional Decision Making Assignment Teacher Instructional Decision Making Assignment</b>
Week 15			
T Apr 14 Tuesday		PLC Meetings- You will meet as PLC groups with Kaitlyn in class. Meeting times will be scheduled during the previous class.	<b>Disability Experiences Complete 12 observation hours</b>
W Apr 15 Wednesday			
Week 16			
W Apr 22 Wednesday			<b>Extra Credit: Attend an IEP Meeting</b>

## 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.

### Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university 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 all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

### **Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Employment Office at 801-422-5895, D-285 ASB for help.

### **Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

### **Inappropriate Use Of Course Materials**

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

### **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.