

CPSE 460 - Collaboration

Winter 2016

Section 001: 406 CB on M W from 12:20 pm - 1:35 pm

Instructor/TA Info

Instructor Information

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TA Information

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Course Information

Description

The purpose of this course is to help you develop the skills AND attributes that you will need to effectively collaborate with teachers, related service providers, paraeducators, parents, administrators, and students. To accomplish this, we will begin by exploring some of the foundations of collaboration and then we will get into work on the topic of self-deception in an effort to become the kind of people that can effectively collaborate. Then, we will work on techniques and principles of collaboration.

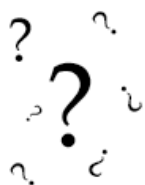
The work on self-deception will likely be different from some of the work that you have done in your classes. Please be open to the work we will do and sincerely give your best effort to become that kind of person that can effectively collaborate.

Prerequisites

Admission to the SPED program.

Materials

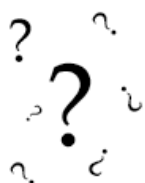
Item	Price (new)	Price (used)



INTERACTIONS 7E - Required
by FRIEND

157.00

117.75



LEADERSHIP & SELF-DECEPTION 2E - Required
by ARBINGER INST

16.95

12.75

Learning Outcomes

Collaboration issues

1. Define and address issues related to collaboration and other models of working together including:
 - a. Teams
 - b. Consultation
 - c. Team teaching

Collaborating

2. Demonstrate understanding of collaborating with the following:
 - a. Other professionals
 - b. Paraeducators
 - c. Families

Interpersonal skills

3. Understand and demonstrate appropriate interpersonal skills including:
 - a. Problem solving
 - b. Communication
 - c. Using statements
 - d. Asking questions
 - e. Handling difficult interactions

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%

Grading Policy

Work that is turned in late without prior arrangement, will be graded at my discretion and may receive anywhere from 0 to 50% of the possible points.

Participation Policy

It is critical that you participate in order to gain what you need to from this course. If you are using technology inappropriately (e.g., texting, surfing the net, etc.), I will inform you of my concern. If problems persist then we will transition to a technology free classroom (i.e., no computers and no cell phones).

Attendance Policy

Missing this class will present serious challenges in terms of your ability to accomplish the purposes of the course. So, missing more than 2 classes will result in a drop of half a letter grade (e.g., A to A-). Every 2 classes missed after will result in an additional half grade drop.

Study Habits

Your level of commitment to the material will largely determine the effect that it has on your life and your ability to effectively provide an education for students with disabilities. So, you may approach this class in one of two ways.

- 1.) Do what is required in order to earn a passing grade or
- 2.) Dedicate yourself to mastering the material.

If you're goal is to pass the class you will likely succeed, but there will almost certainly come a day when you will wish that you had mastered the material. When you are working with a challenging colleague, student, or administrator, your grade in this class will be irrelevant. At that point, your mastery of the material will be the only thing that matters.

For many of you mastering the material may require more than simply completing the readings and assignments. It may require additional time and effort to truly own the material. Please carefully consider how you will approach this class.

If you have specific questions about how to study the material, please come see me and we can develop a plan.

Expectations

1. Attend class
2. Participate in each class (come to class with at least one question each and every time)
3. Complete all assignments on time and with your best effort

Notes

We will be trying some new things this semester and we will have a unique opportunity to pilot some new material. So, please recognize that the current syllabus and schedule are working documents. I reserve the right to modify the schedule or syllabus, including adding, modifying, or deleting assignments, as needed in order to cover the material and meet your needs.

A word about feedback. Pres Eyring has indicated that one characteristic of great learners is that they seek out and welcome feedback. I will have the opportunity to give you feedback throughout this courses in the form of grades and comments. I expect you to give me feedback as well. There will be a few different occasions (e.g., mid-course evaluation, final course evaluation) when you can formally provide feedback to me. However, I want you to know that I would also appreciate your feedback in less formal ways. If there is anything about the course that is working well for you, please let me know. If there is anything about the course that is not working well for you, please let me know. I take your feedback very seriously and I can only change and improve to the extent that I receive meaningful feedback.

Assignments

Assignment Descriptions

Quiz #1 (EBP 1)

Jan
06

Due: Wednesday, Jan 06 at 11:00 am

Quiz on the first part of the Evidence-Based Practice article.

Quiz #2 (EBP 2)

Jan
11

Due: Monday, Jan 11 at 8:00 am

This quiz covers content from the second half of the Spencer, Detrich, and Slocum (2012) article.

Quiz #3 (Problem Solving)

Jan
15

Due: Friday, Jan 15 at 8:00 am

This quiz covers the reading on problem solving.

Quiz #4 (Teaming - 1)

Jan
23

Due: Saturday, Jan 23 at 11:00 pm

This quiz covers Friend and Cook Chapter 6.

Quiz #5 Teaming 2 (TIPS)

Jan
25

Due: Monday, Jan 25 at 8:00 am

This quiz covers the TIPS Forum Brief and the training videos. REMINDER: These quizzes are intended to be closed book and closed notes.

Quiz #6 (Teaming - 3)

Jan
28

Due: Thursday, Jan 28 at 11:59 pm

This quiz covers the content assigned for Teaming - 3.

Quiz #7 (Mindset)

Feb
01

Due: Monday, Feb 01 at 12:00 pm

This quiz will cover part 1 of the Outward Mindset book

Quiz #8

Feb
03

Due: Wednesday, Feb 03 at 12:00 pm

Upload an example of an inward mindset that you have observed in yourself and an outward mindset that you have observed in another.

Upload notes of anything new that you learned from reviewing Part I of Outward Mindset.

Quiz #9 (Mindset #2)

Feb
08

Due: Monday, Feb 08 at 12:00 pm

Part II of Mindset

Quiz #9

Feb
08

Due: Monday, Feb 08 at 11:59 pm

3 to 6 page Paper

Feb
16

Due: Tuesday, Feb 16 at 12:00 pm

Write a 3 to 6 page paper that answers one of these questions

1. Describe the connections that you see between the story of Ivan Cornia's father in Chapter 4 and the San Antonio Spurs and Navy Seals that are discussed in Chapter 7. Apply what you are seeing in those stories to some issue in your own life
2. An are of your life in which you often find yourself blaming another person or people. Write about that situation and how the situation seems to you in light of the Chris Wallace story and ensuing discussion in Chapter 5
3. An aspect of your life in which you find yourself exhibiting the "Outwardly Nice" Inward mindset style in Chapter 6. Explore what might be different about you and your impact if your mindset were outward rather than inward in this situations.

Quiz #10

Feb
16

Due: Tuesday, Feb 16 at 12:00 pm

This quiz covers Part II of Outward Mindset

Meeting Observation

Feb
22

Due: Monday, Feb 22 at 11:59 pm

Changing Mindset Plan

Feb
22

Due: Monday, Feb 22 at 11:59 pm

- **Read the Changing Mindset story.** Like the person in the story, pick someone toward whom you have an inward mindset and discover what you need to do to change your mindset toward that person. Begin working on your plan and write about your experience (2 to 5 pages)

3-5 page paper

Feb

24

Due: Wednesday, Feb 24 at 11:59 pm

- Write a 3-5 page paper on one of the following topics
 - A current or historical event that illustrates an outward mindset. (see HUMAN video <https://www.youtube.com/watch?v=gXGfngjmwLA>)
 - Read "Never Close to My Father" and write about what this story invites you to think about. What does this story prompt you to reconsider in your own life, including what you now feel that you need to do differently and why. Never Close to My Father .pdf [Download](#) ([plugins/Upload/fileDownload.php?fileId=d2b57b61-KnDP-0YOD-L0At-lp44bd4f52e2&pubhash=84nprZDFGIYfTVE5-oLWI0MZljqalW6lwly800qrh_temkkK51ja-nqK9SbnjaGYn2_vaze8IHPZgp1mkRhKQ==](#))

If you didn't get the "Never Close to My Father" reading let me know and I'll send it to you.

SAM implementation

Feb

29

Due: Monday, Feb 29 at 11:59 pm

Write about your experience applying SAM to a relationship/situation in which you have had an inward mindset. Write about your experience doing or not doing the things you committed to do. Write about the other person's response to you (even if it has been poor) and your response to them. What lessons have you taken away from the experience? No more than 6 pages double spaced.

Midterm

Mar

07

Due: Monday, Mar 07 at 11:59 pm

Team Collaboration Assignment #1

Mar

07

Due: Monday, Mar 07 at 11:59 pm

School wide case study:

http://cases.coedu.usf.edu/TCases/problem_with_simone.htm

Use the information from this case study link to hold a meeting with the goal of deciding what is the next step to taken to help Simone. You will need to assign everyone a responsibility and use the TIPS form to track your meeting. You will need to be familiar with the case before your meeting.

You will turn in the following:

1. The TIPS form from your meeting (1 for the team). (Use the problem solving cycle to guide your meeting.)
2. A 1 page response to the collaboration experience. Was the meeting effective? Why or why not? How did you do at collaborating with your peers?

Collaboration Improvement Action Plan 1st Draft

Mar

16

Due: Wednesday, Mar 16 at 11:59 pm

Final Collaboration Action Plan

Apr
04

Due: Monday, Apr 04 at 11:59 pm

Team Collaboration Assignment #2

Apr
06

Due: Wednesday, Apr 06 at 11:59 pm

Individual Student Case

Final exam

Apr
19

Due: Tuesday, Apr 19 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 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

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 or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> (<https://titleix.byu.edu/report-concern>) 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

Services are coordinated with the student and instructor by the OAC. 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.

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.

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.

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Topics	Readings	Assignments
Week 1			
M Jan 04 Monday	First Day of Winter Semester		

	Semester (01/04/2016 - 04/12/2016) Course introduction and review of syllabus Need for collaboration	Read: DuFour, R., & Mattos, M. (2013). How Do Principals Really Improve Schools? <i>Educational Leadership</i> , 70(7), 34–40.	
T Jan 05 Tuesday			Quiz #1 (EBP 1) Opens
W Jan 06 Wednesday	Evidence Based Practice - 1	Read: Spencer, T. D., Detrich, R., & Slocum, T. A. (2012). Evidence-based Practice: A Framework for Making Effective Decisions. <i>Education & Treatment of Children (West Virginia University Press)</i> , 35(2), 127–151. Read pages 127 through the middle of 139	Quiz #1 (EBP 1) Closes Quiz #2 (EBP 2) Opens
Week 2			
M Jan 11 Monday	Evidence Based Practice - 2	Read: Spencer, T. D., Detrich, R., & Slocum, T. A. (2012). Evidence-based Practice: A Framework for Making Effective Decisions. <i>Education & Treatment of Children (West Virginia University Press)</i> , 35(2), 127–151. Read pages 139 through the end.	Quiz #2 (EBP 2) Closes Quiz #3 (Problem Solving) Opens
W Jan 13 Wednesday	Problem solving - 1	Read: Newton, S. J., Horner, R. H., Algozzine, R. F., Todd, A. W., & Algozzine, K. M. (2009). Using a Problem- Solving Model to Enhance Data-Based Decision Making in Schools. In W. Sailor, G. Dunlap, G. Sugai, & R. Horner (Eds.), <i>Handbook of Positive Behavior Support</i> (pp. 551–580). Springer US. Retrieved from http://link.springer.com/chapter/10.1007/978-0-387-09632-2_23 Read: LRBI Manual p. 39 - 41	Quiz #4 (Teaming - 1) Opens
F Jan 15 Friday			Quiz #3 (Problem Solving) Closes

Week 3			
M Jan 18 Monday	Martin Luther King Jr Day		
W Jan 20 Wednesday	Teaming - 1	Read - Interactions Chapter 6	
Th Jan 21 Thursday			Quiz #5 Teaming 2 (TIPS) Opens
Sa Jan 23 Saturday			Quiz #4 (Teaming - 1) Closes
Week 4			
M Jan 25 Monday	Teaming - 2	http://www.tips2info.blogspot.com/ Watch each of the videos on this page in order. TIPS Policy Brief[1].pdf Download	Quiz #5 Teaming 2 (TIPS) Closes Quiz #6 (Teaming - 3) Opens
W Jan 27 Wednesday	Teaming - 3 https://www.youtube.com/watch?v=YyhOT3jCcR4	Watch all six videos https://www.lds.org/service/leadership/participate-in-councils?lang=eng#2011-07-073-participating-in-councils Watch ward council model and panel discussion https://www.lds.org/broadcasts/archive/worldwide-leadership-training/2010/11?lang=eng Read Strength in Counsel M. Russel Ballard https://www.lds.org/general-conference/1993/10/strength-in-counsel?lang=eng Introduce Teaming Assignment #1	
Th Jan 28 Thursday			Quiz #6 (Teaming - 3) Closes
Sa Jan 30 Saturday			Quiz #7 (Mindset) Opens
Week 5			
M Feb 01 Monday		Read: Outward mindset Part 1	Quiz #7 (Mindset)

M Feb 01 Monday	Self-deception and outward mindset -1		(Mindset) Closes
W Feb 03 Wednesday	Self-deception and outward mindset -2		Quiz #8
F Feb 05 Friday			Quiz #9 (Mindset #2) Opens
Week 6			
M Feb 08 Monday	Self-deception and outward mindset -3	Read: Outward mindset part 2	Quiz #9 Write a 3 to 6 page paper Quiz #10 Opens Quiz #9 (Mindset #2) Closes
W Feb 10 Wednesday	Self-deception and outward mindset - 4	<ul style="list-style-type: none"> Write a 3-5 page paper on one of the following topics <ul style="list-style-type: none"> A current or historical event that illustrates an outward mindset. (see HUMAN video https://www.youtube.com/watch?v=gXGfngjmwLA) Read "Never Close to My Father" and write about what this story invites you to think about. What does this story prompt you to reconsider in your own life, including what you now feel that you need to do differently and why <p>If you didn't get the "Never Close to My Father" reading let me know and I'll send it to you.</p>	
Week 7			
M Feb 15 Monday	Presidents Day		
T Feb 16 Tuesday	Monday Instruction	Read: Outward mindset part 3	3 to 6 page Paper

	Self-deception and outward mindset - 5		Quiz #10 Closes
W Feb 17 Wednesday	Self-deception and outward mindset - 6		
Week 8			
M Feb 22 Monday	Self-deception and outward mindset - 7	Read: Outward mindset part 4	Meeting Observation Changing Mindset Plan
W Feb 24 Wednesday	Self-deception and outward mindset - 8		3-5 page paper
Week 9			
M Feb 29 Monday	Interpersonal skills - 1	Read: Interactions Chapter 2	SAM implementation
W Mar 02 Wednesday	Interpersonal skills - 2	Read: Interactions Chapter 3	
Week 10			
M Mar 07 Monday	Midterm		Midterm Team Collaboration Assignment #1
W Mar 09 Wednesday	Coaching and mentoring - 1	Read - Interactions Chapter 8	
Week 11			
M Mar 14 Monday	Coaching and mentoring - 2		
T Mar 15 Tuesday	Withdraw Deadline (Full semester)		

	Semester)		
W Mar 16 Wednesday	Leadership - 1		Collaboration Improvement Action Plan 1st Draft
Week 12			
M Mar 21 Monday	Leadership - 2		
W Mar 23 Wednesday	Leadership - 3		
Week 13			
M Mar 28 Monday	Parents - 1	Read - Interactions Chapter 11	
W Mar 30 Wednesday	Parents - 2		
Week 14			
M Apr 04 Monday	Paraeducators - 1	Read - Interactions Chapter 10	Final Collaboration Action Plan
W Apr 06 Wednesday	Paraeducators - 2	Read - Utah Paraeducator Handbook pg. 1-4 and 45-53	Team Collaboration Assignment #2
Week 15			
M Apr 11 Monday	Review for final		
T Apr 12 Tuesday	Last Day of Winter Semester (01/04/2016 - 04/12/2016)		
W Apr 13 Wednesday	First Day of Winter Exam Preparation (04/13/2016 - 04/14/2016)		
Week 16			
M Apr 18 Monday			

T Apr 19 Tuesday	Final Exam: 406 CB 2:30pm - 5:30pm		Final exam
W Apr 20 Wednesday			