

# Instructor/TA Info

## Instructor Information

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## Course Information


### Description

This class will help you become a resilient teacher to address the challenges you will face in your teaching career.

### Prerequisites

Be student teaching or interning.

### Materials

	Item	Price (new)	Price (used)
	<u>Illustrated Happiness Trap: How to Stop Struggling and Start Living - Required</u> by Harris, R	14.95	11.25

## Learning Outcomes

### Special education practice

1. Explain the rights and responsibilities of students, parents, teachers and other professionals, and schools related special education practice.

### Supportive learning environments

2. Describe teacher attitudes and classroom and social behaviors that influence behavior of individuals with exceptional learning needs.

### Standards-based planning and teaching

3. Prepare, organize, and modify materials and to implement daily instruction within state and local curricula standards in safe, equitable, positive, and supportive learning environments.

### Lifelong professional development

4. Explain the continuum of lifelong professional development.

## Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%

C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

## Grading Policy

Late assignments are a struggle for me and a burden for my TA. So, if you turn in an assignment late, we will try to get it graded, but cannot guarantee that it will get graded. Additionally, if we do grade a late assignment, it will receive only half credit.

I recognize that life happens. So, if you need some particular accommodation for your circumstances, please let me know and to the extent that we can, we will work something out. However, coming to me after the fact makes it difficult to be helpful, so please let me know in advance.

Finally, I want to be absolutely clear that your grade in this class (or any other class) does not matter if you have not mastered the material. When you are working with a challenging student, he will not care what grade you got in this class. He will only care about your ability to help him succeed in school and life.

**PLEASE DO NOT FOCUS ON YOUR GRADE IN THIS CLASS. FOCUS ON LEARNING THE MATERIAL WELL AND THE GRADE WILL FOLLOW.**

At their best, grades are a very vague approximation of what you have learned and what skills you have developed. The process of evaluation and grading is not precise. When we grade your work, there will always be an element of "making a judgement". You may disagree with the judgement what we have made, but we typically will not change grades based on a disagreement about a judgement. If we have made a mistake, which we do, let us know and we'll make the correction.

## Participation Policy

Your participation will be reflected on Nearpod.

## Attendance Policy

You will be responsible to track your own attendance via Learning Suite. You will be able to track input your attendance on the day of class but not after. If you are more than 5 min late, please mark yourself late.

Please stay in class until class is over.

## Classroom Procedures

We will typically meet together via Zoom during the normal class time. Please plan to be in class as though we were meeting together in the same classroom, including the following:

- Be in a place that is free from disruptions (e.g., pets, children, roommates, etc.)
- Do not participate from the doctors office, the DMV, or from another appointment.
- Make sure that you have adequate internet access
- Have your camera on for the duration of class
- Be present and participate
- Follow BYU dress and grooming standards
- Safety - Absolutely no participating in class while driving
- Log-on on time and stay for the duration of the class

## Notes

I reserve the right to make changes to the syllabus and the course in response to class performance, class feedback, or both. This will be a unique semester and we will need to make changes so, please be flexible

In the CPSE Department, we value and respect every person and seek to promote multicultural competence. Consequently, we need to take steps to listen to, learn from, and respect one another, such as proactively considering others' views and persisting to find common ground and mutually beneficial solutions when differences inevitably occur. Awareness of "the gift of personal dignity for every child of God"(i) includes seeing both similarities and differences without simplification, overgeneralization, or minimization of historical and ongoing oppression – with an explicit intent to “eliminate any prejudice, including racism, sexism, and nationalism(ii)...regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges.”(iii) Our aim of interpersonal unity and collective wellbeing requires welcoming diverse perspectives and experiences as we “work tirelessly to build bridges of understanding.”(iv) Achieving the ultimate unity we seek, a Zion community, entails genuine efforts to maintain mutual trust, fostered by principles of equity, charity, collaboration, and inclusiveness. If you witness actions or intentions counter to these objectives, we request that you please kindly share your perspectives with those involved rather than remain silent, and if we faculty are part of the problem, we invite you to speak with us, the department chair, or college dean. When you witness actions supportive of inclusion or indicative of multicultural competence, please also share those positive observations to foster a synergistic climate in our class and program.

i Elder Jeffrey R. Holland, “A Perfect Brightness of Hope”, April, 2020

ii Elder M. Russell Ballard, “The Trek Continues”, October, 2017

iii President Russell M. Nelson, “The Love and Laws of God”, September, 2019

iv President Russell M. Nelson, “The Love and Laws of God”, September, 2019

## Assignments

### Assignment Descriptions

#### Praxis

Sep  
04

Due: Friday, Sep 04 at 11:59 pm

You must take the Praxis corresponding to your specialization before the semester is out:

**Special Education: Core Knowledge and Severe to Profound Applications (5545)**

**Special Education: Core Knowledge and Mild to Moderate Applications (5543)**

YOU NEED TO TAKE THE EXAM TO PASS THIS CLASS AND TO GRADUATE. Please plan accordingly.

#### Practice Assignment #2

Sep  
14

Due: Monday, Sep 14 at 3:30 pm



### Practice Assignment

Pick one of these perspectives to practice working with over the next few days.

Consider in what situations this perspective will be most helpful for you. For example when laying in bed, with your family or friends, at work, playing sports, while doing chores, and so on. **Write down three situations in the section below that you can practice in.**

Situation 1	<input type="text"/>
Situation 2	<input type="text"/>
Situation 3	<input type="text"/>

**Write down how you might remind yourself to take this perspective on your mind.** For example, "thank you mind for doing your job", "remember to lean back from what my computer gives me" or "Notice the sportscaster and return my focus to the game."

Write down how it went in the 3 situations that you identified.

## Practice Assignment #1

Sep  
14

Due: Monday, Sep 14 at 3:30 pm



### Practice Assignment

Over the next few days, see if you can practice staying open to looking at your away moves.

**Notice your away moves:** See if you can catch when you are doing an away move. Try to build a list of the away moves you usually take.

**Consider how it works:** When you notice an away move, keep an eye on how things work. Do you feel better in the short term? What about the long term? Does it help you to feel better? To do what matters?

**Stay open:** The key is to stay open to noticing away moves and looking at how they work. One thing that will help you do this is to .

**That's it!** You might be wondering what's next and thinking of things to try. For now, we just ask that you practice noticing away moves and whether they work. We'll explore what to do in later sessions, but it's worth really taking some time first just to notice how things are going now.

Record at least 5 instances of "away moves".

## Readings 1 (Student Teaching Handbook)

Sep  
14

Due: Monday, Sep 14 at 11:59 pm

Read Student Teaching Handbook pgs. 1-33 and submit a question from that reading

## Practice Assignment #3

Sep  
21

Due: Monday, Sep 21 at 3:30 pm



### Practice Assignment

As you start explore your values, we recommend practicing over the next few days by:

**Noticing your activities:** See if you can make an extra effort to just notice what you do throughout the day and where you spend your time.

**Asking yourself:** *What's the point of doing this? Why does it matter to me?*

**Listening for the answer:** OK that's a bit cheesy, but the idea is to really slow down and notice what about your actions matter to you. What's the point of doing what you do. Maybe the first answer is "because I have to" or "I should." But see if you can look past that and find deeper meaning in what you do.

That's it. Just see if you can take some time to **notice what you do, ask why it matters, and listen for the answer.** Starting to notice your values in what you do is a good starting point.

Make at least 5 entries in your journal assessing your values.

Sep  
21

Due: Monday, Sep 21 at 3:30 pm



### Practice Assignment

Over the next few days, see if you can work on finding your values by:

**Picking a value.** Making a conscious effort to work with your value of

**Trying the value out.** Work with this value throughout the next few days by

**See if it's working.** Check in to see if this value works well for you by considering whether

Make at least 5 entries in your journal addressing working on your values.

## Practice Assignment #5

Sep  
28

Due: Monday, Sep 28 at 3:30 pm



### Practice Assignment

Over the next few days, we recommend you try to practice using the flexibility strategy of

**Pick two to three situations where you might get hooked by your thoughts and that you could use this flexibility strategy.** The thoughts might be similar to the thought "" or a completely different kind of thought you get hooked by.

While in class	While at work
While spending time with friends	While driving
While laying in bed	While working out
While thinking about what I have to do	While eating
While arguing with someone	While considering a difficult choice
While doing chores	Other situation
While studying	Other situation

Make at least 5 entries in your journal regarding your practice of flexibility strategies.

## Practice Assignment #6

Sep  
28

Due: Monday, Sep 28 at 3:30 pm



### Practice Assignment

Over the next few days, try to practice stepping back from your thoughts with one of the exercises you learned.

**First, pick the exercise you will practice.**

Leaves on a stream

Labeling exercise

Make at least 5 entries in your journal about your practice of stepping back from your thoughts.

## Readings 2

Sep  
28

Due: Monday, Sep 28 at 11:59 pm

Read Student Teaching Handbook pgs. 34-54 and submit a question from that reading.

## Practice Assignment #7

05

**Practice Assignment**

Sitting with your emotions is a skill and its helpful to practice it. We recommend you practice the series of steps you just did at least a few times over the next few days.

**First, pick an emotion that you will practice the steps for sitting with.**

Sadness, feeling down, depressed	Shame	Pride
Anger, frustration, irritation	Guilt	Heartbreak
Loneliness	Hopelessness	Emptiness
Anxiety, fear	Boredom	Stressed, overwhelmed
Disgust	Envy, jealousy	Other emotion

**Second, write down when you might practice.**

- A certain time of day (after work, in the morning, etc...) or
- A certain situation that's likely to bring up the emotion

**Third, pick a short hand phrase you might tell yourself to remember the essence of the steps for sitting with your emotion.** What can you briefly tell yourself to help you sit with the emotion?

Examine it with curiosity like a bug in a jar	Inhale it like you would take a deep breath
Sit with it like you would with a close family member who was seriously ill	Carry it with you like you would carry a picture in your wallet

Make at least 5 entries in your journal regarding sitting with your emotions.

**Practice Assignment #8**Oct  
05

Due: Monday, Oct 05 at 3:30 pm

**Practice Assignment**

Over the next few days see if you can practice carrying your emotions with you while you do the things you need to do. **Write down one specific action you will take over the next few days that will also require you to carry your emotions.** You can practice with your current "and" statement or write in a new one.

Also, ask yourself **"how do I want to respond to my passengers as I work on this goal?"**

Compassionately acknowledge whatever passengers come up	Focus on trying to make my passengers go away
Just notice my passengers without fighting with them	Focus on ignoring and blocking out my passengers so I don't notice them
Be aware of what my passengers are telling me, while choosing to do what I need to do	Do what my passengers tell me so that they don't get more intense, even if it means stopping what I need to do

Make at least 5 entries in your journal addressing carrying your emotions with you.

**Practice Assignment #10**Oct  
12

Due: Monday, Oct 12 at 3:30 pm



### Practice Assignment

Over the next few days, see if you can work on your SMART goal:

Be sure to also measure your progress on your goal:

- What you will measure:
- How you will measure:

Make at least 5 entries in your journal regarding working on your goals.

## Practice Assignment #9

Oct  
12

Due: Monday, Oct 12 at 3:30 pm



### Practice Assignment

With all of this in mind, **consider one valued quality you want to work on bringing to your actions over the next few days.**

- Consider the valued quality of: that you could bring to actions like
- Consider the values you identified in the actions of *I admire*:
- Consider the values you would want written on your tombstone: *Here lies (your name) he/she (description of how you acted and the values you brought to what you did)*

**Pick a value you want to bring into your actions over the next few days.** Try to pick a value that you could bring into a variety of different things you might do over the next few days.

Compassion	Self-Care	Simplicity
Adventure	Hard Work	Spirituality
Community	Knowledge	Honesty
Connection	Being healthy	Tradition
Respect	Humor	Genuineness
Creativity	Growth	Dependability
Openness	Challenge	Justice
Fun	Non-Conformity	Other Value:

Make at least 5 entries in your journal regarding your efforts to pursue your value.

## Readings 3

Oct  
12

Due: Monday, Oct 12 at 11:59 pm

Read Student Teaching Handbook pgs. 55-105 and submit a question from that reading

## Practice Assignment #12

Oct  
19

Due: Monday, Oct 19 at 3:30 pm



### Practice Assignment

Although this is the last session we hope you will continue to practice what you have been learning in ACT Guide. **Over the next few days we encourage you to work with your commitment of I commit to being (write a value) with my (write a life domain) by doing (write down some actions)**

As you do, see if you can notice when you drift from this commitment or fail to meet it:

When you do, watch for the urge to fall into a Fail-Give Up pattern:

Instead, see if you can just acknowledge where you are at and recommit:

Make at least 5 entries addressing acting on your commitment.

## Practice Assignment #11

Oct



### Practice Assignment

Over the next few days, see if you can work on this commitment: *I am committed to with by .*

**Commitments work best when you do them publicly.** Telling other people about your commitments gives some extra accountability and support to stick to what is important to you.

**Pick a public commitment strategy to help you work on your commitment.**

Tell a supportive friend, partner or family member what your commitment is

Put your commitment on a post it, white board, or other place people can see

Post your commitment (if it isn't too personal) on social media

Try a different commitment strategy

Write an email to a supportive person in your life about your commitment

Make at least 5 entries in your journal regarding your efforts to act on your commitment.

## Lead a discussion

Oct  
19

Due: Monday, Oct 19 at 11:59 pm

You will be required to present a topic that is proving to be challenging to you as a student teacher/intern. You will then lead a **30 min** discussion on how to address the challenge. You do not have to have the answer to the challenge. You do need to discuss a productive discuss on how to address the challenge.

## Semester Attendance

Oct  
20

Due: Tuesday, Oct 20 at 11:59 pm

You will be required to track your own attendance throughout the term.

## ACT Final Response Paper

Nov  
02

Due: Monday, Nov 02 at 11:59 pm

In this paper you will summarize your experience working on improving your psychological flexibility. You will identify the strategies that have been helpful and the strategies that have not been helpful. You will present a detailed plan for how you will continue to work on improving/maintaining your psychological flexibility throughout your first year of teaching.

# 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

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating

sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <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 Opportunity Office at 801-422-5895, [eo\\_manager@byu.edu](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) 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.

## **Covid 19 Statement**

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation. Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

## **Deliberation Guidelines**

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully,

new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation. (<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

### **Devotional Attendance**

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

### **Diversity and Inclusion in the Classroom**

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

### **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.

### **Mental Health**

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](https://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>).

### **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

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.

## 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	Topic	Reading/Content	Assignments
Week 1			
M Aug 31 Monday	Introduction:	The situation	<p>ACT Guide: <a href="https://scce.usu.edu/services/act-guide/">https://scce.usu.edu/services/act-guide/</a></p> <p><b>Class Discussion Schedule:</b></p> <p><a href="https://docs.google.com/spreadsheets/d/1I3QWqPuFSH1wVpv-E84kbt38wo7lu1bxkkfqJHXFwsA/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1I3QWqPuFSH1wVpv-E84kbt38wo7lu1bxkkfqJHXFwsA/edit?usp=sharing</a></p> <p><b>Link to Student Teaching Handbook:</b></p> <p><a href="https://education.byu.edu/cpse/teaching-experience">https://education.byu.edu/cpse/teaching-experience</a></p>
Week 2			
M Sep 07 Monday	<b>Labor Day</b>		

M Sep 14 Monday	Getting to know your mind	Act Guide (lessons 1&2): <ul style="list-style-type: none"> <li>• Away moves</li> <li>• Your mind is like...</li> </ul>	<b>Practice Assignment #1</b> <b>Practice Assignment #2</b> <b>Readings 1 (Student Teaching Handbook)</b>
T Sep 15 Tuesday			
Week 4			
M Sep 21 Monday	Getting to know your values	Act Guide (lessons 3&4): <ul style="list-style-type: none"> <li>• Your Values</li> <li>• Finding Values</li> </ul>	<b>Practice Assignment #3</b> <b>Practice Assignment #4</b>
Week 5			
M Sep 28 Monday	Learning to be flexible	ACT Guide (lessons 5&6): <ul style="list-style-type: none"> <li>• Being Flexible</li> <li>• Stepping Back</li> </ul>	<b>Readings 2</b> <b>Practice Assignment #5</b> <b>Practice Assignment #6</b>
T Sep 29 Tuesday			
Week 6			
M Oct 05 Monday	Guest Speaker: Derek Jack - Applying for jobs.  Learning to accept what is	ACT Guide (lessons 7&8): <ul style="list-style-type: none"> <li>• Sitting With Emotions</li> <li>• Carrying Emotions With You</li> </ul>	<b>Practice Assignment #7</b> <b>Practice Assignment #8</b>
Week 7			
M Oct 12 Monday	Pursuing your goals	ACT Guide (lessons 9&10): <ul style="list-style-type: none"> <li>• How You Want to Act</li> <li>• Setting Goals</li> </ul>	<b>Readings 3</b> <b>Practice Assignment #10</b> <b>Practice Assignment #9</b>
Week 8			
M Oct 19 Monday	Taking committed action	ACT Guide (lessons 11&12): <ul style="list-style-type: none"> <li>• Making Commitments</li> <li>• Returning to</li> </ul>	<b>Lead a discussion</b> <b>Practice Assignment #11</b> <b>Practice Assignment #12</b>

T Oct 20 Tuesday	<b>Semester Attendance</b>		
Week 9			
M Oct 26 Monday			
Week 10			
M Nov 02 Monday			<b>ACT Final Response Paper</b>
Week 11			
M Nov 09 Monday			
Week 12			
M Nov 16 Monday			
Week 13			
M Nov 23 Monday			
Week 14			
M Nov 30 Monday			
Week 15			
M Dec 07 Monday			