

Instructor/TA Info

Instructor Information

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Course Information

Description

The purpose of CPSE 460 is to prepare special education teacher candidates to work effectively with other professionals, parents, and families to improve learning outcomes for students with diverse learning needs. The course includes the following elements:

- Foundations of Collaboration and Interpersonal Skills
 - Developing an outward mindset
 - Critical interpersonal skills
- Applications of these skills to collaboration with:
 - Families of Students with Diverse Learning Needs
 - General Educators, Paraeducators, and Other Professionals in Schools

Materials

Material information is currently unavailable due to problems with the byustore web site.

Learning Outcomes

Collaboration

1. Define and address issues related to collaboration and other models of working together.

Collaboration with parents and professionals

2. Demonstrate understanding of collaborating with parents, paraeducators, and other professionals.

Interpersonal skills for collaboration

3. Understand and demonstrate appropriate interpersonal skills for problem solving, communication, and addressing 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%

Assignments

Assignment Descriptions

Heart of Conflict Discussion

Jan
15

Due: Friday, Jan 15 at 11:59 pm

What is the "heart of conflict"? Give one specific example of how this has or might apply in schools.

Inward Mindset Quiz

Jan
19

Due: Tuesday, Jan 19 at 2:30 pm

Answer these questions to the best of your ability without notes, the Internet, or help from your friends.

Self-Deception Quiz

Jan
22

Due: Friday, Jan 22 at 11:59 pm

Answer these questions to the best of your ability without notes, the Internet, or help from your friends.

Personal Mindset Change Proposal

Jan
22

Due: Friday, Jan 22 at 11:59 pm

Identify someone in your life toward whom you have an inward mindset.

Write a proposal for the Personal Mindset Change Paper that will be due at the end of this unit.

Your proposal can be a bulleted outline, but should include enough detail to get an idea of how you will include relevant concepts from the text (e.g., moral sense, self-betrayal, self-deception, collusion, carry boxes) and initial ideas for becoming more outward. Proposals should be no longer than 2 pages double spaced.

Moral Sense Log

Jan
22

Due: Friday, Jan 22 at 11:59 pm

Moral Sense Log

(Adapted for CPSE 460 from Arbinger)

This assignment will work best if you will carry around a notebook, planner, or just your smartphone with an app to document things as they happen. The minimum expectation for this assignment is to document and reflect upon experiencing your moral sense three times. I hope these experiences have all occurred during the last couple of weeks before the assignment is due so you can accurately recount and detail not only what happened but how you felt. Please be as genuine and honest with yourself as possible when recounting these events it will mean more and I won't judge you :)

For full points, do the following.

1. Record the event in which you noticed yourself having a "light" or "moral sense" of how to act towards others (e.g., where were you, what were you doing).
2. Write down what you experienced when you had this "moral sense" (e.g., what did you feel, think, hear, or see).

5. Write your thoughts and feelings following your action. Specifically, how did your choices impact the way you think or feel about yourself and the other person(s) involved?

Personally, I rarely make good on all the "promptings" I receive, so don't hesitate to write about times when you did not follow your moral sense. This often happens for a lot of good reasons.

Collusion Cycle

Jan
26

Due: Tuesday, Jan 26 at 2:30 pm

Launch Activity - Collusion Cycle

We often find ourselves "in the box" or with an "inward mindset" toward others. This typically happens when someone has done something to bother us, offend us, frustrate us, make us angry, blame us, and/or pick on us. Often these reasons are completely reasonable for feeling the way we do, but these feelings may have unintended consequences.

I want you to think of someone in your life (e.g., a parent, friend, co-worker, sibling) who has done something to you from the list above. Follow the cycle around starting with 1, then 2, and then so on and so forth. Go through the cycle as many times as you need to in order to explain the situation.

Complete the two blank tables below for two situations with the same person. If you can't think of two situations you may use two different people. See the completed example from Chris Wallace's experience below.

Example #1 (see Outward Mindset p. 50-62)

1. What he/she does	2. What I see
Refuses Uncle Dick's invitation	A selfish father who cares more about himself than his son.
Refuses to accept help from Uncle Dick	A foolish father too proud to accept help who caused financial ruin to come to their family.
4. What He/She Sees	3. What I Do

<p>A petulant son who needs to be taught self-respect and hard work</p>	<p>Run and hide. Do only the required chores</p>
<p>A hopeless situation where my family is completely against me and it would be better if I weren't here</p>	<p>Finally confront father at gunpoint in the middle of a confrontation with his mother</p>

Situation #1

<p>1. What he/she does</p>	<p>2. What I see</p>
<p>4. What he/she sees</p>	<p>3. What I do</p>

Situation #2

<p>1. What he/she does</p>	<p>2. What I see</p>
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4. What he/she sees	3. What I do

Answer the following questions based on the scenarios above.

1. What behaviors are most likely to perpetuate a collusion cycle?
2. What do we do to justify our behavior or convince ourselves that we are right about the person or situation?
3. What ideas did you generate about breaking the cycle?
4. Why is it hard to feel motivated to break a collusion cycle?

Launch Activity - Collusion Cycle W21.docx [Download \(plugins/Upload/fileDownload.php?fileId=5ff97954-iL1X-9jRg-ERLE-cd334621923b&pubhash=hAhTluk4N97jaPHCehvBYBhzl6JeRXaYw7QaBrpJAUedYjci2pLovJMhuAdlaqLq1m2OuNsSU_eHbe1yQqG1l](#)

26

Answer these questions to the best of your ability without notes, the Internet, or help from your friends.

Influence pyramid

Jan

28

Due: Thursday, Jan 28 at 2:30 pm

Launch Activity Influence Pyramid Assignment W20.docx [Download \(plugins/Upload/fileDownload.php?fileId=b4c6a5b3-67fj-nVp7-SXDt-DN3f87cd905a&pubhash=jKYnuSytB-UpsfSdAhKJB6PVWrdmgfZEsGPppZWuOiqrTDawxdzStfTKK0m6CdEUDGtjcyK68C_TdkzjVV2_6Q==\)](#)

SAM Quiz

Feb

02

Due: Tuesday, Feb 02 at 11:59 pm

Answer these questions honestly

Mindset DBL Assignment

Feb

04

Due: Thursday, Feb 04 at 3:30 pm

IN CLASS ASSIGNMENT

<https://www.decisionbasedlearning.com/code/mdr106CM9Nmw>

Multiplying Mindset

Feb

04

Due: Thursday, Feb 04 at 11:59 pm

Answer these questions honestly

Interpersonal Skills Quiz

Feb

09

Due: Tuesday, Feb 09 at 11:59 pm

Personal Mindset Change Paper

Feb

18

Due: Thursday, Feb 18 at 2:00 pm

Identify someone in your life toward whom you have an inward mindset. Work to develop an outward mindset toward that person. Write a paper describing your experience. At the very least, you should include a description of why you believe you have an inward mindset toward this person, how you plan to achieve an outward mindset, and how you will increase your influence with this person.

Standard formatting (12 point font, times new roman, 1 inch margins)

5 pages max

Mindset Unit Exam

Feb
18

Due: Thursday, Feb 18 at 2:00 pm

This exam is closed book and closed note. It is worth 32 points. It consists of multiple choice, true/false, short answer, and essay questions.

Problem Solving Teams Quiz

Feb
18

Due: Thursday, Feb 18 at 3:30 pm

This quiz is closed-note and covers information contained in the Rosenfield et al. (2018) article titled, Evaluating Problem Solving Teams in K-12 Schools: Do They Work?

Problem Solving Quiz

Feb
23

Due: Tuesday, Feb 23 at 2:00 pm

Answer these questions to the best of your ability without notes, the Internet, or help from your friends.

Ellie Case Study

Feb
25

Due: Thursday, Feb 25 at 2:00 pm

Post at least one comment and two responses to the following questions related to Ellie's case study.

- 1 - What is the problem(s)?
- 2 - What solutions should we consider and what should we include on the implementation plan?
- 3 - How will we monitor our progress/measure impact?

Ellie is a ninth grader who has just moved to the community from another city. She is quiet and withdrawn and doesn't appear to have made many new friends. She often sits alone in the back of the classroom and doesn't volunteer responses, offer ideas, or engage in class discussions. While she does most, if not all, of the independent work required of her, she does not actively participate in any partner or cooperative activities. She avoids group contact by reading or drawing quietly or asking to be excused to go to the restroom, locker, or office. From all the information the teachers have gathered and their observations, Ellie appears to be able to read and write on grade level. Mr. Salinas, Ellie's English teacher, becomes concerned when Ellie's failure to participate in group activities begins to cause some resentment among her peers. Some students say they don't want to be placed in a group with Ellie because "She won't help out and it just drags us down. It's like she doesn't even know we're there." This problem is also beginning to affect Ellie's grade in English class because several of the semester competencies and assignments require peer and group interaction. There are upcoming small group literature discussion activities and peer editing and writing support groups. Mr. Salinas believes Ellie is capable of the work

DORA training Quiz

Feb
25

Due: Thursday, Feb 25 at 2:30 pm

Answer these questions honestly

Using the DORA Form

Feb

This is an in-class assignment. We will view the [TIPS Training Meeting Video 1](https://www.youtube.com/watch?v=udDQx5oJW9k&feature=youtu.be) (<https://www.youtube.com/watch?v=udDQx5oJW9k&feature=youtu.be>) and complete the DORA form in class. You will submit the completed form after our discussion using this link.

TIPS Procedures Quiz

Mar

02

Due: Tuesday, Mar 02 at 2:00 pm

Answer these two questions honestly

TIPS Practice 1

Mar

04

Due: Thursday, Mar 04 at 11:59 pm

Work with a team to conduct a problem solving meeting and complete the TIPS form. Submit one TIPS form for your team with all team members names on it.

Please read the case study “Your Worst Nightmare” and then answer the questions at the bottom. Come prepared to meet with a team of your choosing to discuss Anna’s situation. Assign roles for the meeting and develop an action plan to better support Anna. Assume you are the school’s student assistance team and will be advising Ms. Statler on how to proceed. You can make any suggestion as long as you consider the contextual fit and logistics of implementing your plan. For example, if you suggest she transfer out of the school you need to consider your moral and legal responsibilities to this student. Submit your detailed notes using the TIPS Minute Meeting form.

Your Worst Nightmare.docx [Download \(plugins/Upload/fileDownload.php?fileId=d4d01df2-DTDm-wWha-5cpp-gUf106815e6c&](#)

[pubhash=xWPQWeLxJth0M5eTUTASsvhzoIE6f5schDJ1RGZ0fcojKu0gzGeQ0wfWlcq7JTBI6v0CfTwZS2Asm4ZJdS4Gf](#)

Precision statement - 5 points

Implementation plan - 5 points

Data Use - 5 points

Roles & Procedures - 5 points

Clarity & Writing - 5 points

DORA 1

Mar

09

Due: Tuesday, Mar 09 at 2:30 pm

1. Observe a problem solving meeting

If you plan to observe a meeting in Provo School District (PSD), please sign the consent form below and give two copies to your instructor prior to observing in their district.

Provo Confidentiality Agreement.pdf [Download \(plugins/Upload/fileDownload.php?fileId=a6ce374b-dAcY-5LG5-P4To-nEb49df0f0fe&pubhash=WAIpZl3-iYt3tBZ8Rwjf4BExwYJY-Yy9Hoa2t_ozzfsftrZTW51BeE8sChc4KsNOQ4EBYwKW9hE7MZi06TopA==\)](#)

2. Contact the school principal at least a week prior to the observation

3. Complete the DORA form during your observation DORA Observation Form.pdf [Download \(plugins/Upload/fileDownload.php?fileId=2762af14-hDjR-jaZ7-nl6D-kTc6de107190&pubhash=07UTbAnz2JiUd848TJ2krzarYycVdIL7BniLBuKPKP5Cvu5IVKooHn-BmUy0eLHpKYhkQssBqCsqFbsRIWI9gA==\)](#)

4. Write a response paper describing what you observed (refer to the DORA form), what could be improve on in the future meetings, and how the meeting will produce changes in services to individuals with disabilities. You should consider your colleagues as the intended audience for your written summary. Thus, your summary should be thoughtful, data-based, and respectful of

Problem Solving Unit Exam

Mar
11

Due: Thursday, Mar 11 at 3:20 pm

This exam is closed book and closed note. It is worth 40 points. It consists of multiple choice, true/false, short answer, and essay questions.

TIPS Practice 2

Mar
11

Due: Thursday, Mar 11 at 11:59 pm

Work with a team to conduct a problem solving meeting and complete the TIPS form. Submit one TIPS form for your team with all team members names on it.

This assignment is completed using the Brittany Huang case study.

Midcourse Evaluation

Mar
12

Due: Friday, Mar 12 at 11:59 pm

Extra credit points for this assignment are awarded based on the percentage of the class who completes the evaluation. If only 80% of the class completes the evaluation then you will receive 8/10 extra credit points.

Funds of Knowledge

Mar
16

Due: Tuesday, Mar 16 at 2:00 pm

Answer these questions honestly

IEP Facilitation Quiz

Mar
18

Due: Thursday, Mar 18 at 2:00 pm

Answer these questions honestly

Questions for Dr. Springer

Mar
23

Due: Tuesday, Mar 23 at 2:00 pm

Please post at least one original question and vote for your favorite questions from this list.

As a special education director, Dr. Springer has hired, trained, and retained special educators throughout his career. He has launched a professional development company and continues to advocate for public schools and exceptional children. Please consider his experience in training teachers to facilitate IEP meetings and hiring teachers.

Co-teaching Quiz

Mar
25

Due: Thursday, Mar 25 at 2:30 pm

Answer these questions honestly

Interdisciplinary Activity

Mar
31

Due: Wednesday, Mar 31 at 11:59 pm

Dr. Connie Summers and a team from the MSE have been working on a collaborative case study activity. The activity will be roughly an hour and require minimal preparation. I strongly recommend it. To earn extra credit all you need to do is attend the event, participate, and submit a one page summary of what you learned. Be sure to consider what ideas from our class helped you prepare for the activity and what you want to know more about to improve your collaborative skills in the future. Materials will be posted soon.

Special Education Teacher- Fran

Fran feels that it is important to arrive at some consensus about Kevin at the meeting because the process has already taken so long. She has spoken with Sharon, Kevin's teacher, and suggested to her that she should share her observations with the team.

Last year, Sharon first visited Fran Myers, the learning specialist, who coordinated all the services for the children with special needs at Oak Bend about her concerns. "Fran, I have a little boy in my class who is really beginning to worry me. He already recognizes all of his letters and numbers but he can't count past 12 or say the alphabet in order. He still hasn't learned the class routine and he usually doesn't have a clue what's going on. His mom had his hearing checked but nothing unusual showed up. He also has a peculiar speech pattern, kind of monotone with hesitations, like he can't think of the words he wants to say. I think he might have a problem with comprehension or processing. What should I do?" "Well, we should probably start by referring him to Megan Marks, our speech pathologist," Fran replied as she bent down to open the bottom drawer of her file cabinet. "Get his parents to sign this notification and permission form and we'll bring him up at the child study meeting next week. In the mean time, I'll come observe him so that we can both give Megan input. Megan can screen his speech and language and test further if she feels it's necessary."

"Okay, but we need to act fast because Kevin is already showing signs of frustration," Sharon continued as she shared some of her other concerns. "He's starting to withdraw from the rest of the class and yesterday he pushed another child down on the playground. Several children have complained to me that he has hurt them recently."

"What do his parents say about all this? Have you talked to them?" Fran asked as she made notes on a sheet of paper.

Sharon replied, "They came in on conference day and we discussed it but I didn't want to alarm them unnecessarily. They've noticed some of this behavior at home too, but they think he is just perfectionistic and shy. He really does have a lot of readiness skills; he has a good vocabulary and he already reads a little. He's a whiz on the computer so it's hard to explain to the Smiths why I'm so concerned. I'm sure they don't realize how poorly he is doing or how inappropriate his behavior is at times."

"Well, we'll do the best we can," Fran reassured her. "Voice your concerns to Mrs. Smith again when you ask her to sign the permission form and I'll talk to Megan about the urgency of testing Kevin soon." Permission was obtained and Kevin was evaluated by the speech-language pathologist and the school psychologist in February. He did not qualify for services. After those evaluations, Sharon noticed that Kevin's behavior was becoming more bizarre. He was aloof with the other children, displayed ritualistic patterns of behavior, became agitated and upset when routines were disrupted, and appeared to be in a world of his own.

At the parents' request, the hearing evaluation was repeated in March and a mild, conductive hearing loss was detected in both ears. Because of the concerns noted by Kevin's teacher and parents, the audiologist recommended that Kevin use a phonic ear. This device, consisting of a microphone worn by

improve his focus and concentration. Everyone was hopeful that these interventions would solve many of Kevin's problems.

Unfortunately, Kevin resisted wearing the earpieces and did not respond any better even when he did wear them. After two months on the medication, Sharon did not see any improvement in his ability to attend or concentrate. By this time, June was approaching and school would soon be out for the summer.

When Kevin returned for first grade, his behavior, if anything, was worse. Because of the increasing demands of the first grade curriculum, he was less able to function and showed more aggression and "autistic-like behaviors." His doctors increased his medication but Kevin began to show signs of an adverse reaction known as a "speech push" (excessive talking) so the Ritalin was discontinued. They tried another medication called Depakote, but Kevin was so sleepy that he could barely keep his eyes open.

Kevin was now able to count only to 15 and still could not recite the alphabet in order. When shown a list of words in alphabetical order and asked to find the "b" word, or the "g" word, he would search the entire list, apparently not realizing that they had any particular order, even when it was pointed out to him. He was eligible for a reading improvement program, and was receiving a half-hour of individual instruction every day. According to the reading specialist, Kevin was making some appropriate gains but needed continual reminders to use visual cues while reading. She reported having a difficult time keeping Kevin on task.

Kevin's mom came in one day to help out in the classroom and Kevin, as if on cue, demonstrated some of his typically rigid behaviors. He refused to participate when the classroom routine was altered for a special activity. Sharon could tell that Mrs. Smith was shocked and disturbed by Kevin's inappropriate and immature behavior. The Smiths were also expressing concern because Kevin's four-year-old sister was now surpassing him academically.

Questions for Ms. Katelyn Finch

Apr
01

Due: Thursday, Apr 01 at 2:00 pm

Please post at least one original question and vote for your favorite questions from this list.

As a distinguished special educator, Katelyn has developed a reputation for cultivating successful partnerships between herself and general educators within her school. Please think about the co-teaching experiences you have witnessed within your practica. What worked? What didn't? Consider those experiences when you start working on your questions.

Questions for Mr. Nate Marsden

Apr
06

Due: Tuesday, Apr 06 at 3:30 pm

Please post at least one original question and vote for your favorite questions from this list.

As the vice president of the Utah CEC, Mr. Marsden has experience as a leader in Utah and in national leadership positions at CEC. He has been actively involved in CEC for over a decade as a member and in leadership positions. Nate has worked in his own classroom and become an advocate at the state and national level for children with disabilities. This involves meeting regularly with policy makers to discuss issues and consulting with stakeholders to help Utah CEC craft public policy statements. Consider those ideas when you start working on your questions.

Para Rules and Responsibilities

Apr
08

Due: Thursday, Apr 08 at 11:59 pm

- Role Description
- Attendance Policy
- Method of Addressing Concerns
- Dress Code
- Classroom Behavior Management
- Confidentiality

Collaboration Presentation

Apr
13

Due: Tuesday, Apr 13 at 11:59 pm

1) Form a group of up to 4 people. Identify your group and the topic you've selected [here](https://docs.google.com/spreadsheets/d/1FJuoSYqV4h6y_rDzpfw813JcBEIZIM35UFz5KD8yKo/edit?usp=sharing) (https://docs.google.com/spreadsheets/d/1FJuoSYqV4h6y_rDzpfw813JcBEIZIM35UFz5KD8yKo/edit?usp=sharing)

2) You and two of your classmates will select one of the following stakeholders/clients:

- Parents
- Administrators
- Teachers
- Other service providers
- Paraeducators
- Students with disabilities
- At-risk students in general education

3) Prepare a 5 min presentation with information about the needs, objectives, and challenges of this group and provide 1-2 high-leverage practices or empirically-supported strategies for problem solving, communicating, and/or supporting your selected colleague/stakeholder in improving services for students at risk. Be sure to explain your concepts clearly with a focus on classroom application.

DORA 2

Apr
14

Due: Wednesday, Apr 14 at 2:30 pm

1. Observe a problem solving meeting

If you plan to observe a meeting in Provo School District (PSD), please sign the consent form below and give two copies to your instructor prior to observing in their district.

Provo Confidentiality Agreement.pdf [Download](#) (plugins/Upload/fileDownload.php?fileId=a6ce374b-dAcY-5LG5-P4To-nEb49df0f0fe&pubhash=WAIpZI3-iYt3tBZ8Rwjf4BExwYJY-Yy9Hoa2t_ozzfsbtrZTW51BeE8sChc4KsNOQ4EBYwKW9hE7MZi06TopA==)

2. Contact the school principal at least a week prior to the observation

3. Complete the DORA form during your observation DORA Observation Form.pdf [Download](#) (<plugins/Upload/fileDownload.php?fileId=2762af14-hDjR-jaZ7-nl6D-kTc6de107190&pubhash=07UTbAnz2JiUd848TJ2krzarYycVdIL7BniLBuKPKP5Cvu5IVKooHn-BmUy0eLHpKYhkQssBqCsqFbsRIWI9gA==>)

4. Write a response paper describing what you observed (refer to the DORA form), what could be improve on in the future meetings, and how the meeting will produce changes in services to individuals with disabilities. You should consider your colleagues as the intended audience for your written summary. Thus, your summary should be thoughtful, data-based, and respectful of the team you observed.

Apr
14

Due: Wednesday, Apr 14 at 11:59 pm

You will select one of the high-leverage practices under collaboration and write a 5-page research paper on the topic. This will include a description of the practice and summaries of no less than 5 research articles on the practice. The final section should include a detailed description of how you plan to implement this practice(s) in your classroom. Click the link below for more information.

[High Leverage Practices \(https://highleveragepractices.org/collaboration/\)](https://highleveragepractices.org/collaboration/)

Class Participation

Apr
14

Due: Wednesday, Apr 14 at 11:59 pm

Examples of active participation:

- asking questions
- answering questions
- making comments (extra points for comments that relate to material in the text, and for sharing relevant experiences)
- responding to something another student says (including answering a question asked by a student)
- constructively disagreeing with something in the text or said in class by me or another student

Non-examples:

- staring at your computer/phone during lecture/discussions
- speaking without being recognized
- making off-topic comments during group discussions
- unjustified fault finding or negativity
- making fun or otherwise berating something said by another person

Formative feedback on your daily quizzes

Final Exam

Apr
21

Due: Wednesday, Apr 21 at 11:59 pm

Final Exam

Point Breakdown

Categories	Percent of Grade
Exams	33.09%
Quizzes	14.6%
Launch Activities	17.03%
Applied Assignments	23.11%
Participation	12.17%
Extra Credit	0%

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

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 violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of 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 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, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

Schedule

Date	Topics & Standards	Readings & Assignments
Week 1		
M Jan 11 Monday		

T Jan 12 Tuesday	<p>Introduction to course</p> <ul style="list-style-type: none"> • Learning Outcomes • High-Leverage Practices • Utah Effective Teaching Standards • CEC Initial Preparation Standards <p>As a committed special educator, what am I expected to do to collaborate with parents, teachers, and students?</p> <p>Relative to these professional expectations, what would I like to learn from this course?</p>	<p>Prayer & Spiritual Thought Sign-up</p> <p>Inward Mindset Quiz Opens Self-Deception Quiz Opens Collusion Quiz Opens SAM Quiz Opens Multiplying Mindset Opens Interpersonal Skills Quiz Opens Heart of Conflict Discussion Opens</p>
Th Jan 14 Thursday	<p>Collaboration HLP 1 - Collaborate with professionals to increase student success.</p> <p>The Arbinger Institute and the Heart of Conflict</p>	<p>Watch:</p> <ul style="list-style-type: none"> • Jim Ferrell - Resolving the Heart of Conflict
F Jan 15 Friday		Heart of Conflict Discussion Closes
Week 2		
M Jan 18 Monday	Martin Luther King Jr Day	
T Jan 19 Tuesday	<p>Mindset - Outward vs. Inward Mindset</p> <ul style="list-style-type: none"> • Identify a time when you had an inward mindset • Identify a time when you thought someone else had an outward mindset 	<p>Read:</p> <ul style="list-style-type: none"> • The Outward Mindset Pt I <p>Inward Mindset Quiz Closes</p>

<p>Th Jan 21 Thursday</p>	<p>NO CLASS MEETING - DOPL Board</p> <p><i>Launch Activity - Moral Sense Log (see assignment description)</i></p> <p>Mindset - Self-Deception</p> <p>Who is more likely to be taken advantage of, and why - the person with an inward mindset or the person with an outward mindset?</p> <p>If I have an Inward Mindset, what is false about this statement: "The only thing I want is for ____ (any person who has wronged me) to stop doing what he/she is doing?"</p>	<p>Read:</p> <ul style="list-style-type: none"> • Chapter 1-13 <i>Leadership and Self-Deception</i>
<p>F Jan 22 Friday</p>		<p>Self-Deception Quiz Closes</p> <p>Moral Sense Log</p> <p>Personal Mindset Change Proposal</p>
<p>Week 3</p>		
<p>T Jan 26 Tuesday</p>	<p><i>Launch Activity - Collusion (see assignment description)</i></p> <p>Mindset - Collusion</p> <p>What do the authors mean by "By being in the box (inward mindset), I provoke others to be in the box" (p. 93)?</p>	<p>Read:</p> <ul style="list-style-type: none"> • Chapters 14-20 <i>Leadership & Self-Deception</i> <p>Collusion Cycle</p> <p>Collusion Quiz Closes</p>

<p>Th Jan 28 Thursday</p>	<p><i>Launch Activity - Influence Pyramid (see assignment description)</i></p> <p>Mindset - Carry Boxes</p> <p>Why did Kate say, "We end up carrying these self-justifying images with us into new situations, and to the extent that we do, we enter new situations already in the box." p. 88</p> <p>Carry Boxes Examples Only.pdf Download</p> <p>Mindset - Influence Pyramid</p>	<p>Read:</p> <ul style="list-style-type: none"> • <i>Leadership & Self-Deception</i> Chapters 21-24 • <u>Anatomy of Peace</u> Chapters 2, 22-24 <p>Influence pyramid</p>
<p>Week 4</p>		
<p>T Feb 02 Tuesday</p>	<p>Mindset - S.A.M.</p> <ul style="list-style-type: none"> • What does it mean to "lead with mindset" and how is this related to the most important move? • How does the concept of an Outward Mindset scale from an individual to organizational level? Is this related to shrinking distinctions? • What can I do to "See Others" at school? 	<p>Read: The Outward Mindset Pt II</p> <p>SAM Quiz Closes</p>
<p>Th Feb 04 Thursday</p>	<p>Mindset - Multiplying Mindset</p> <p>Mindset DBL Model</p>	<p>Read: The Outward Mindset Pt III</p> <p>Optional - <u>Arbinger Self-deception video</u></p> <p>Multiplying Mindset Closes</p> <p>Mindset DBL Assignment</p>
<p>Week 5</p>		
<p>T Feb 09 Tuesday</p>	<p>Interpersonal Skills</p>	<p>Read: Feedback Friend & Cook 2017 Ch 3.pdf Download</p> <p>Interpersonal Skills Quiz Closes</p>

Week 6		
M Feb 15 Monday	Presidents Day	
T Feb 16 Tuesday	Monday Instruction No Class - Monday Instruction	
Th Feb 18 Thursday	<p>Collaboration HLP 2 - Organize and facilitate effective meetings with professionals and families.</p> <p>The history and context of collaboration within schools</p> <p>What is collaboration? Taskwork vs teamwork?</p>	<p>Read:</p> <ul style="list-style-type: none"> Rosenfield, S., Newell, M., Zwolski Jr., S., & Benishek, L. E. (2018). Evaluating problem-solving teams in K-12 schools: Do they work? <i>American Psychologist</i>, 73(4), 407-419. doi: 10.1037/amp0000254 <p>Mindset Unit Exam Closes Personal Mindset Change Paper Problem Solving Teams Quiz Closes Problem Solving Quiz Opens</p>
Week 7		
T Feb 23 Tuesday	<p>Forum: Dambisa Moyo, Macroeconomist</p> <p>Problem solving - Process</p> <ul style="list-style-type: none"> Identify and describe the seven components of the problem solving model Discriminate between implementation planning, treatment integrity, and summative evaluation Practice identifying problems with precision 	<p>Read:</p> <ul style="list-style-type: none"> Todd et al (2012) A case study of team-initiated problem solving addressing student behavior in one elementary school.pdf Download <p>Problem Solving Quiz Closes DORA training Quiz Opens Ellie Case Study Opens</p>

Th Feb 25 Thursday	<p>Introduction to the Decision Observation, Recording, & Analysis (DORA) form</p> <ul style="list-style-type: none"> - Using the form to observe team-based problem solving - Where are each of the components of the problem solving process represented in the DORA form? 	<p>Review: dora_ii_training_03152013.pdf Download DORA Observation Form.pdf Download</p> <p>*** Please bring two copies of the DORA form to class with you.</p> <p>Sample PS meeting video</p> <p>TIPS Procedures Quiz Opens Ellie Case Study Closes DORA training Quiz Closes Using the DORA Form</p>
Week 8		
T Mar 02 Tuesday	<p>Team-Initiated Problem Solving (TIPS)</p> <ul style="list-style-type: none"> • Principles of Effective Collaboration • Norms • Agendas • Roles 	<p>Read:</p> <ul style="list-style-type: none"> • Top 5 Tips for Teams • Algozzine Newton Horner Todd & Algozzine 2012.pdf Download <p>Review:</p> <ul style="list-style-type: none"> • TIPS Minute Meeting Form <p>TIPS Procedures Quiz Closes</p>
Th Mar 04 Thursday	<p>TIPS Practice I - This is an in-class assignment. We allocate approximately 20 min during class to work on this assignment.</p>	<p>Read: Contextual Fit ASPE Brief</p> <p>Read: Your Worst Nightmare.docx Download</p> <p>TIPS Practice 1 Problem Solving Unit Exam Opens</p>
Week 9		
T Mar 09 Tuesday	<p>TIPS II Activity</p> <p>Problem Solving Unit Exam</p>	<p>Brittany Huang Case Study.doc Download Brittany ABC.pdf Download Brittany Huang IEP.doc Download</p> <p>DORA 1 Funds of Knowledge Opens</p>
Th Mar 11 Thursday	<p>Collaboration with Families</p> <ul style="list-style-type: none"> - See Others - Diversity <p><i>Hint: Respond to the assessment questions at the end of the module</i></p>	<p>Complete IRIS Module - Collaborating with Families</p> <p>Watch: Recommendations for Families</p> <p>FQOL Scoring Sheet.xlsx Download</p> <p>Problem Solving Unit Exam Closes TIPS Practice 2</p>
F Mar 12 Friday		Midcourse Evaluation

<p>T Mar 16 Tuesday</p>	<p>Communicating with Families</p> <ul style="list-style-type: none"> - What are funds of knowledge? How does this influence our ability to "See Families"? - What are the interpersonal skills that we can develop to improve our capacity to build relationships with parents and students? 	<p>Read: <u>Funds of Knowledge</u> pp. 29-44, 119-130 - (Chapters 2 & 6)</p> <p>Parent-Family Engagement Checklist.pdf Download</p> <p>Funds of Knowledge Closes IEP Facilitation Quiz Opens Questions for Dr. Springer Opens Questions for Mr. Nate Marsden Opens Questions for Ms. Katelyn Finch Opens</p>
<p>Th Mar 18 Thursday</p>	<p>Developing Individualized Education Plans (IEPs)</p> <ul style="list-style-type: none"> • Based on the recommendations by Patti (2016), when and how should data be incorporated into an IEP? • What strategies should special educators employ to strengthen pre-IEP meeting drafts of the IEP? • When editing for "flow" what is the best way to order the sections of the IEP? • What are the strategies special educators should use before, during, and after the IEP meeting to fully engage parents and students? 	<p>Read:</p> <ul style="list-style-type: none"> • Patti, A. L. (2016). Back to the Basics: Practical Tips for IEP Writing. <i>Intervention in School and Clinic</i>, 51(3), 151-156. https://doi.org/10.1177/1053451215585805 • Cavendish, W., Connor, D. J., & Rediker, E. (2017). Engaging Students and Parents in Transition-Focused Individualized Education Programs. <i>Intervention in School and Clinic</i>, 52(4), 228–235. https://doi.org/10.1177/1053451216659469 <p>Complete Brittany Huang IEP2013.pdf Download</p> <p>IEP Facilitation Quiz Closes</p>
<p>Week 11</p>		
<p>T Mar 23 Tuesday</p>	<p>GUEST LECTURE</p> <p>IEP Zen</p> <p>Dr. Ben Springer</p> <p>Wasatch Special Education Director</p>	<p>Read: IEP.ZEN.BYU.pdf Download</p> <p>Co-teaching Quiz Opens Questions for Dr. Springer Closes</p>

Th Mar 25 Thursday	<p>Co-teaching</p> <ul style="list-style-type: none"> • Current Research - is co-teaching effective? (Solis) • Models - what co-teaching models are commonly used? (Website) • What are the critical features of co-teaching and how do different models promote or distract from these features? (Solis+web) 	<p>Review: <u>Co-Teaching: A Model for Classroom Management</u></p> <p><u>HLP 1 - Collaborate with Teachers</u></p> <p>Read: Solis, M., Vaughn, S., Swanson, E. and Mcculley, L. (2012), Collaborative models of instruction: The empirical foundations of inclusion and co-teaching. Psychol. Schs., 49: 498–510. doi:10.1002/pits.21606</p> <p>Fuchs & Fuchs (1994). Inclusive schools movement and the radicalization of special education reform. Exceptional Children, 60(4), 294-309 https://doi.org/10.1177/001440299406000402</p> <p>Co-teaching Quiz Closes</p>
Week 12		
T Mar 30 Tuesday	<p>GUEST LECTURE</p> <p>District and School Collaborations in SEL</p> <p>Kim Jones</p> <p>Alpine School District</p>	<p>CASEL-10 Indicators.png Download</p> <p>SEW Framework Poster 8.5 x 11.pdf Download</p>
W Mar 31 Wednesday	<p>Join the Zoom interdisciplinary activity from 4:30-5:30PM.</p> <p>https://byu.zoom.us/j/97872370748</p> <p>Interdisciplinary Activity Special Education Teacher.docx Download</p>	<p>Interdisciplinary Activity</p>
Th Apr 01 Thursday	<p>GUEST LECTURE</p> <p>Collaborating with General Educators (Q&A)</p> <p>Katelyn Finch</p> <p>Nebo School District</p>	<p><u>Collaboration of General and Special Education Teachers: Perspectives and Strategies</u></p> <p>Questions for Ms. Katelyn Finch Closes</p>
Week 13		

T Apr 06 Tuesday	GUEST LECTURE Advocacy Nate Marsden Utah CEC	Read: <ul style="list-style-type: none"> • A Nation at Risk (only the A Nation at Risk & Findings sections) • Utah Teacher Turnover • UEA 2020 Legislative Summary Questions for Mr. Nate Marsden Closes
Th Apr 08 Thursday	Working with Peer Tutors <ul style="list-style-type: none"> 1. What is a culture of collaboration? 2. How can we encourage peer tutors to make the most of their time in class? Paraeducators <ul style="list-style-type: none"> - See Paras - Roles & responsibilities - Training 	Read: <ul style="list-style-type: none"> • PeerTutorGuidelines.pdf Download Read: Utah Paraeducator Handbook p. 15-32, 45-54 Para Rules and Responsibilities
Week 14		
T Apr 13 Tuesday	Unforum Class Presentations Final Exam Review Course Debrief	Collaboration Presentation
W Apr 14 Wednesday	Final Exam: 331 MCKB 7:00am - 10:00am	High Leverage Practices Paper DORA 2 Final Exam Opens Class Participation
Th Apr 15 Thursday	Winter Exam Preparation (04/15/2021 - 04/15/2021)	
F Apr 16 Friday	First Day of Winter Final Exams (04/16/2021 - 04/21/2021)	
Week 15		
W Apr 21 Wednesday		Final Exam Closes