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 Education, Paraprofessionals, and Other Professionals in Schools

Materials

<table>
<thead>
<tr>
<th>Item</th>
<th>Price (new)</th>
<th>Price (used)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership and Self-Deception 3e</td>
<td>17.95</td>
<td>13.50</td>
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<tr>
<td>Required by Arbinger Institute</td>
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<tr>
<td>Outward Mindset</td>
<td>17.95</td>
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<td>Required by Arbinger Institute</td>
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Learning Outcomes

Collaboration
1. Define and address issues related to collaboration and other models of working together.
2. Demonstrate understanding of collaborating with parents, paraprofessionals, and other professionals.
3. Understand and demonstrate appropriate interpersonal skills for problem solving, communication, and addressing difficult interactions.

Grading Scale

<table>
<thead>
<tr>
<th>Grades</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>95%</td>
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<tr>
<td>A-</td>
<td>90%</td>
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<tr>
<td>B+</td>
<td>87%</td>
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<tr>
<td>B</td>
<td>83%</td>
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<tr>
<td>B-</td>
<td>80%</td>
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<td>C+</td>
<td>77%</td>
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<td>C</td>
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<td>D-</td>
<td>60%</td>
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<td>E</td>
<td>0%</td>
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</table>

Assignments

Heart of Conflict
Due: Thursday, Jan 11 at 11:59 pm
For this assignment, you will write a one-page paper (1 inch margins, 12 point font) after watching the Heart of Conflict video. Summarize the "heart of conflict" and give one specific example of how this might apply in schools. Your example may be something you have seen or it may be hypothetical.

Problem Solving Teams Quiz
Due: Tuesday, Jan 16 at 2:00 pm
This quiz covers information contained in the Rosenfield et al. (2018) article titled, Evaluating Problem Solving Teams in K-12 Schools: Do They Work? You can reference the article while taking the quiz.

IRIS: Collaborating with Families
Due: Saturday, Jan 20 at 11:59 pm
Complete the IRIS: Collaborating with families module:
https://iris.peabody.vanderbilt.edu/module/fam/
Please answer the following questions (2 pts per question)
1. As you have learned, the families of children with disabilities may experience many different emotions. Describe the range of emotions associated with being the parent of a child with a disability.

2. Identify and describe three additional roles that a parent of a child with a disability might undertake.

3. In your own words, briefly describe the six categories of parent involvement.

4. Reese is a young boy with cerebral palsy. His primary means of mobility is a manual wheelchair. Reese, his mom, and his two older siblings have temporarily relocated and are now living in the upstairs of his grandparents’ house. As a result of the move, Reese has transferred to M. T. Watkins Middle School during the second semester of the school year. Although his mom is generally very involved with her child’s education, there are currently many stressors in her life.
   a. Describe at least two of the stressors that Reese’s mom might be experiencing.
   b. Explain how you think each of these stressors might affect her time and involvement with the school.

5. Imagine that you are Reese’s new teacher.
   a. Describe three ideas for building a positive relationship with Reese's family.
   b. Explain how you would make the family feel welcome in your school.

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**Inward Mindset Quiz**

Answer these questions to the best of your ability without notes, the Internet, or help from your friends. Although the quizzes focus on application of all the topics in the Arbinger books, for this quiz please review chapters 4 & 5 of The Outward Mindset.

**Personal Mindset Change Proposal**

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

Briefly describe the person and why you think you have an inward mindset towards them. This could include experiences you have had with them that have helped shape your thinking.

Write a proposal of all the things you think you could do to change your mindset towards that person. Your ideas may change as you study Leadership and Self-Deception and The Outward Mindset. It is expected that you will try some ideas from the texts as you complete this assignment.

You will use this information for your paper on Personal Mindset Change.

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**Collusion Quiz**

Answer these questions to the best of your ability without notes, the Internet, or help from your friends. Although the quizzes focus on application of all the topics in the Arbinger books, for this quiz please review chapters 14 & 15 Leadership & Self-Deception.

**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)**

<table>
<thead>
<tr>
<th>1. What he/she does</th>
<th>2. What I see</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refuses Uncle Dick’s invitation</td>
<td>A selfish father who cares more about himself than his son.</td>
</tr>
<tr>
<td>Refuses to accept help from Uncle Dick</td>
<td>A foolish father too proud to accept help who caused financial ruin to come to their family.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. What He/She Sees</th>
<th>4. What He/She Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>A petulant son who needs to be taught self-respect and hard work</td>
<td>Run and hide. Do only the required chores</td>
</tr>
<tr>
<td>A hopeless situation where my family is completely against me and it would be better if I weren’t here</td>
<td>Finally confront father at gunpoint in the middle of a confrontation with his mother</td>
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</tbody>
</table>

**Situation #1**

<table>
<thead>
<tr>
<th>1. What he/she does</th>
<th>2. What I see</th>
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</thead>
<tbody>
<tr>
<td>Situation #2</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>--</td>
</tr>
<tr>
<td>1. What he/she does</td>
<td>2. What I see</td>
</tr>
<tr>
<td>3. What I do</td>
<td>4. What he/she sees</td>
</tr>
</tbody>
</table>

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**

**Self-Deception Quiz**

**Questions for School Principal**
Multiplying Mindset

Answer these questions honestly. Although the quizzes focus on application of all the topics in the Arbinger books, for this quiz please review chapter 15 of The Outward Mindset.

Anatomy of Peace Visual Synopsis & Pyramid

In-class Activity:
Complete the Visual Synopsis with your group.

SAM Quiz

Answer these questions to the best of your ability. Although the quizzes focus on application of all the topics in the Arbinger books, for this quiz please review chapters 9-11 of The Outward Mindset.

Moral Sense Log

Outside of Class Assignment

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. These experiences need to 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).
3. Explain what you feel you should do to respond to your “moral sense”.
4. Write down what you actually do based on the sense you have.
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.

Questions for Related Servers - Motor Team

In-class activity. In a group of 4 or 5 write 3 questions for the Motor Development Team and submit through LS. Questions do not need to relate to collaboration or communication.

Be sure and list all the class members who worked on this assignment. Only one paper needs to be submitted for each group.

Class Assignment 2/6

A one-page summary of your discussion of the influence pyramid scenario (front side)

Mindset Unit Exam

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

Questions for District Leadership

Please post at least one original question that you may have for district-level special educators.

Personal Mindset Change Paper

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

Team-Initiated Problem Solving Quiz

Answer these questions to the best of your ability without notes, the Internet, or help from your friends. Questions are taken from article A Case Study of Team-Initiated Problem Solving Addressing Student Behavior in One Elementary School. Please pay close attention to how a “problem” is defined and “solution.”

TIPS Procedures Quiz

Answer these questions - no notes
**TIPS Practice 1**

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](https://www.wikihow.com/Download/pno_asset/YourWorstNightmare.docx?fileId=57f966bd-BoNR-BjOQ-emLk-gG1aeb8f1072&pubhash=YSCWMnb_ey4H7dJIBInChCA2bJlh3pAAJ2Zyc5C8yM-n-RG85yOtYvCSLKBJB_fDIhXShWvf7pKUkleT8q9edQ==)

**TIPS Practice 2 Extra Credit**

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.

**DORA training Quiz**

This is an open book/open notes quiz.

Questions for Para educator

Please submit one original question that you would like to ask a para professional.

Using the DORA Form

This is an in-class assignment. We will view the TIPS Training Meeting Video 1 ([https://www.youtube.com/watch?v=udDQx5oJW9k](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.

**Funds of Knowledge**

Answer these questions without the use of notes.

**Ellie Case Study**

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 group activities. She avoids group contact by reading or drawing quietly or asking 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 drains 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.

**Problem Solving Unit Exam**

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

**Questions for Parent**

Please post at least one original question you might have for the parent/guardian of a child with a disability.

**High Leverage Practices Paper**

Feb 22 Due: Thursday, Feb 22 at 11:59 pm

Feb 27 Due: Tuesday, Feb 27 at 11:59 pm

Feb 29 Due: Thursday, Feb 29 at 2:00 pm

Feb 29 Due: Thursday, Feb 29 at 11:59 pm

Feb 29 Due: Thursday, Feb 29 at 11:59 pm

Feb 29 Due: Thursday, Feb 29 at 11:59 pm

Feb 29 Due: Thursday, Feb 29 at 11:59 pm

Feb 27 Due: Tuesday, Feb 27 at 11:59 pm

Feb 27 Due: Tuesday, Feb 27 at 11:59 pm

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Feb 27 Due: Tuesday, Feb 27 at 11:59 pm

Feb 27 Due: Tuesday, Feb 27 at 11:59 pm

Feb 27 Due: Tuesday, Feb 27 at 11:59 pm

Feb 05 Due: Tuesday, Feb 05 at 11:59 pm

Feb 05 Due: Tuesday, Feb 05 at 11:59 pm

Feb 05 Due: Tuesday, Feb 05 at 11:59 pm

Mar 05 Due: Tuesday, Mar 05 at 11:59 pm

Mar 05 Due: Tuesday, Mar 05 at 11:59 pm

Mar 05 Due: Tuesday, Mar 05 at 11:59 pm

Mar 19 Due: Tuesday, Mar 19 at 11:59 pm
You will select one of the high-leverage practices under collaboration and write a 5-page professional research paper on the practice (double spaced, 12 point font). 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 the practice(s) in your classroom. Click the link below for more information about High Leverage Practices.

Remember: This is not an AI assignment. This is a learning activity for you to 1) apply what you have learned to a classroom setting, 2) use your research skills to deepen your knowledge and 3) become more familiar with the High Leverage Practices.

Communicating with Confidence

Read: Chapter 18 Nonverbals, Speak with Confidence


You can access this book online through the BYU library webpage.

Watch videos:

Body Language Expert Explains How to Show Confidence


How Confidence Gives People an Unfair Advantage

https://youtu.be/fE6k8gsvMIg?si=CFkCdIINNrWNJ2v-

Choose 2-3 strategies from the information you’d like to try.

First practice those strategies at home, maybe in front of a mirror.

Then try the strategies in a situation that causes you a little stress or where you don’t feel very confident (i.e. teaching a lesson, giving a presentation in class, speaking at church, a social setting)

Write a one-page summary of your experience and what you learned from practicing communicating with confidence. Submit in LS

Remember to let me know which assignment you are trading for this one:

DORA 1

Peer Tutor Lesson Plan

½ of High Leverage Practices Paper (2 pages, 2 references needed)

Para Rules and Responsibilities

Co-teaching Quiz

Class Activity 3/28

USBE Paraeducator Manual Easter Egg Hunt.docx

Download 

USBE Paraeducator Manual Easter Egg Hunt.pdf

Download 

Use the Paraeducator Manual linked in LS to find the correct answers. Submit the handout for credit for doing today’s class

DORA 2

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 

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 

4. Write a response paper describing what you observed (refer to the DORA form), what could be improved 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.

Due: Friday, Mar 29 at 11:59 pm

March 29

Due: Friday, Mar 29 at 11:59 pm

Due: Tuesday, Apr 02 at 11:59 pm

Due: Thursday, Apr 04 at 11:59 pm
Para Rules and Responsibilities

1. Submit a role description for paraprofessional, other staff, peer tutor, parents or other volunteers. This should be something that you would actually use in your own classroom based on your own expectations, wants and needs. It should build on the information found in the USBE Para educator Manual, not include the same information outlined in the manual.


- Role Description
- Attendance Policy
- Method of Addressing Concerns
- Dress Code
- Classroom Behavior Management
- Confidentiality
- Any other things that you think are important

Co-teaching Quiz

Answer these questions without the use of notes.

Peer Tutor Lesson Plan

With a partner create a lesson plan for the “First steps” of training a peer tutor—think about what would be most important to know that you could teach them in about a 20 minute lesson.

This needs to be written in the Explicit Instruction lesson plan form, but it is not a scripted lesson. Please use the attached lesson plan form.


Collaboration Video Presentation

1) Form a group of 4 people. Identify your group and the topic you’ve selected here (https://docs.google.com/document/d/10G3bXA1KOMR_Kp6OyE0FPoGP4r_JLUKeuL1eWjiUb4/edit)

2) You and your partners will select one of the following stakeholders/clients:
- Parents/Guardians
- Administrators
- General Education Teachers
- Related service providers
- Paraprofessionals
- Students with disabilities
- At-risk students in general education
- Peer Tutors

3) Prepare a 5 min. video presentation that instructs the stakeholder you have chosen with information about Special Education. You can choose any part of the law, IEPs, assessment, referral process, services, accommodations, etc. Be sure to take into consideration the needs, objectives, challenges and responsibilities of this group. In the video please include information about 2 high-leverage practices (https://highleveragepractices.org) or empirically-supported strategies for problem solving, communicating, and/or supporting your selected colleague/stakeholder in improving services for students at risk.


Additionally, you will complete and submit this form (https://1drv.ms/w/s!!AuIZASvamAEHglNroCYjx4C8VrT_) as an evaluation of participation for you and your group members.

Video Comments

1) Watch the videos that were created by the class members.

Write a paragraph that addresses each of the topics below:
1) Tell one thing you liked about the video
2) Give one suggestion that you would have for this group
3) Explain how the video addressed the needs, objectives, responsibilities and/or challenges of their assigned group.

Final Exam

Class Participation

Learning and practicing collaboration and communication skills is an important part of being an exemplary Special Educator. It is part of the requirements of this class.

Examples of active participation:
- attendance
- communication with teacher
- coming to class on time
- staying through class
- being prepared for class by completing readings
- turning in assignments on time
- asking questions
- making comments in class
- working collaboratively on projects
- contributing your share to projects
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
adhering to the Honor Code

Non-examples:
missing class
working on non-assigned activities/excuses on your computer/phone during lectures/discussions
making off-topic comments or having side conversations during small group or whole class discussions
unjustified fault finding or negativity
submitting late work
failure to communicate with teacher or peers

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
The health and well-being of students is of paramount importance at Brigham Young University. If you or someone you know has experienced sexual harassment (including sexual violence), there are many resources available for assistance.

In accordance with Title IX of the Education Amendments of 1972, BYU prohibits unlawful sex discrimination, including sexual harassment, against any participant in its education programs or activities. The university also prohibits sexual harassment by its personnel and students. Sexual harassment occurs when

- a person is subjected to unwelcome sexual speech or conduct so severe, pervasive, and offensive that it effectively denies their ability to access any BYU education program or activity;
- any aid, benefit, or service of BYU is conditioned on a person’s participation in unwelcome sexual conduct; or
- a person suffers sexual assault, dating violence, domestic violence, or stalking on the basis of sex.

University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way, including through face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of sexual harassment should be reported to the Title IX Coordinator at (801) 422-8692 or 1085 WSC. Reports may also be submitted online at https://titleix.byu.edu/report or by contacting the university’s Title IX Coordinator.

Preventing Sexual Misconduct
BYU offers confidential resources for those affected by sexual harassment, including the university’s Sexual Assault Survivor Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university’s Sexual Harassment Policy, reporting requirements, and resources can be found at 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 801-422-2787 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 801-422-0895, eoo_manager@byu.edu, or visit http://hrs.byu.edu/equal-opportunity for help.

Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Column 1</th>
<th>Column 2</th>
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<tbody>
<tr>
<td>Mar 09 Monday</td>
<td>Start of Classes</td>
<td></td>
</tr>
<tr>
<td>T Jan 09 Tuesday</td>
<td>Introduction to course</td>
<td>Prayer/Thought <a href="https://1drv.ms/w/s!AuIZASvamAEHgi1qlekfMRpXJoJD">https://1drv.ms/w/s!AuIZASvamAEHgi1qlekfMRpXJoJD</a></td>
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<td></td>
<td>Learning Outcomes</td>
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<td></td>
<td>High-Leverage Practices</td>
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<td>Utah Effective Teaching Standards</td>
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<td>Utah Effective Teaching Standards</td>
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<tr>
<td></td>
<td>Mindset and the Heart of Conflict</td>
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<tr>
<td>Th Jan 11 Thursday</td>
<td>Asynchronous Class- Watch video and write Heart of Conflict paper</td>
<td>Watch:</td>
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<tr>
<td></td>
<td>NO On-Campus Class</td>
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<td>Mandate and the Heart of Conflict</td>
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<td></td>
<td>What is the heart of conflict?</td>
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<tr>
<td>F Jan 12 Friday</td>
<td>Week 2</td>
<td></td>
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<tr>
<td>M Jan 15 Monday</td>
<td>Martin Luther King Jr Day</td>
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T Jan 16 Tuesday

**UETS Standard 9: Professional Responsibility**

The Outward Mindset Pt I - read during class and in-class activity

Mindset - Outward vs. Inward Mindset

- Identify a time when you had an inward mindset
- Identify a time when you thought someone else had an outward mindset

The history and context of collaboration within schools
What is collaboration? Taskwork vs teamwork?

**Due before class (1/16):**

Read:


Submit the Problem Solving Teams Quiz
(In assignments, under quizzes)

Read (in class):

- Outward Mindset Part 1.pdf Download

Th Jan 16 Thursday

**Asynchronous -**

Complete the IRIS: Collaborating with Families module assignment found under Launch Activities in LS.
https://iris.peabody.vanderbilt.edu/module/fam/

**Due before class (1/18):**

Read:

- Chapters 1-13 Leadership and Self-Deception

Watch:

- Arbinger Self-deception video

F Jan 19 Friday

**Synchronous -**

**Launch Activity -**

We'll discuss and start this assignment in class.

Mindset - Collusion

What do the authors mean by "By being in the box (inward mindset), I provoke others to be in the box"? (p. 93)?

What can we learn from Kate's story about her son? What is significant about Bud's conclusions about our need for others when we are in the box?

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


**Due before class 1/23**

Read:

- Chapters 14-20 Leadership & Self-Deception

Complete:

- Inward Mindset Quiz
- Question for School Principal - Launch Activity: Digital Dialogue
- Scripture/Thought: Annika
- Prayer: Erika

W Jan 24 Wednesday

**Turn in Personal Mindset Change Proposal - Applied Assignments**

Th Jan 25 Thursday

**Launch Activity -**

We'll discuss and start this assignment in class.

Mindset - Collusion

What do the authors mean by "By being in the box (inward mindset), I provoke others to be in the box"? (p. 93)?

What can we learn from Kate's story about her son? What is significant about Bud's conclusions about our need for others when we are in the box?

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


**Due before class 1/25**

Read:

- Leadership & Self-Deception Chapters 21-24

Complete:

- Collusion Quiz

**Collusion Cycle Launch Activity**

Scripture/Thought: Oakley

Prayer: Margaret

Sa Jan 27 Saturday

Week 4

T Jan 30 Tuesday

**Mindset - S.A.M.**

- 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?

Mindset - The Lure of Inwardness

- What doesn't work to get us out of the box and why?
- What can we learn about the inward mindset from the stories of Arbinger's early days, CFS2, and the Spurs?
- What is the outwardly-nice inward mindset and how does it differ from the other mindsets identified in the book?

**Due before class 1/30**

Read:

- The Outward Mindset Pt II
- Leadership and Self-deception Ch. 20

Complete:

- Self-Deception Quiz

Scripture/Thought: Jessica J.

Prayer: Emily

W Jan 31 Wednesday
<table>
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<th>Date</th>
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| **Feb 01 Thursday** | Anatomy of Peace | Due before class 2/1  
Read:  
- *Anatomy of Peace* Chapters 2, 22-24  
Complete:  
Multiplying Mindset Quiz  
Scripture/Thought: Ashley  
Prayer: Oakley |
| **Week 5** |       |         |
| **Feb 06 Tuesday** | Finish Mindset - Multiplying Mindset | Due before class 2/6  
Read:  
- *The Outward Mindset* Pt III  
Complete:  
SAM Quiz  
Moral Sense Log/Due  
Scripture/Thought: Kenzi  
Prayer: Adrian |
| **Feb 07 Wednesday** | Mindset Unit Exam - open 2/6 from 8:00 am to 11:59 pm | Mindset Unit Study Guide CPSE 460 Mindset Unit Guide Winter 2024.pdf  
Questions for District Leadership - Launch Activity: Digital Dialogue |
| **Feb 08 Thursday** | Interpersonal Skills - Effective Communication | Read: Feedback Friend & Cook 2017 Ch 3.pdf  
Personal Mindset Change Paper due 11:59 pm  
Scripture/Thought: Margaret  
Prayer: Tessa |
| **Feb 13 Tuesday** | Team-Initiated Problem Solving (TIPS) | Read:  
(Read close attention to how ‘problem’ and ‘solution’ are defined.)  
Complete Quiz:  
Team-Initiated Problem Solving  
Scripture/Thought: Madie  
Prayer: Betsy |
| **Feb 15 Thursday** | Monday Instruction |         |
**Week 8**

**T Feb 22 Thursday**

**Team-Initiated Problem Solving (TIPS)**
- Principles of Effective Collaboration
- Norms
- Agendas
- Roles
- Meeting Minutes Form
- TIPS Fidelity
- Contextual Fit

**TIPS Practice I - This is an in-class assignment.**

5b4546fbb2c05435d302b_TIPS Meeting Minutes Template.docx  Download

**Problem solving - Process**
- Identify and describe the seven components of the problem solving model
- Practice identifying problems with precision

**Check out these clever cartoons!**

IMG_5504.png  Download
IMG_5507.png  Download
IMG_5510.png  Download
IMG_5511.png  Download
IMG_5512.png  Download

**Read:**
- Top 5 Tips for Teams - PBIS Forum 2015 TIPS

**Quiz Due:**
- TIPS procedures - pay attention to team roles the TIPS process & identifying problems
  Scripture/Thought: Liv
  Prayer: Kasey

**Week 9**

**T Feb 27 Tuesday**

**Introduction to the Decision Observation, Recording, & Analysis (DORA) form**

Independent Learning Activity Instructions: CPSE 460 Tuesday, Feb. 27.pdf  Download

Slides: dora_ii_training_03152013.pdf  Download

**DORA Training Video**

Sample PS meeting video

**Review:**
- DORA Observation Form.pdf  Download

**Questions for para due**

**Read:**
- Algozzine Newton Horner Todd & Algozzine 2012.pdf  Download

**DORA Training Quiz**
- Due by 11:59, open book/open notes

**Th Feb 29 Thursday**

**Collaboration with Families**
- See Others
- Diversity

**Intergenerational Communication**
- Improving emails

**Communicating with Families**
- 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?

**Read:**
- Funds of Knowledge pp. 29-44, 119-130 - (Chapters 2 & 6)

**Read:**
- Contextual FIAASPE Brief

**Parent/Family Engagement Checklist.pdf  Download**

**Complete Ellie Case Study Digital Dialog - due by 11:59 pm**

**Quiz:**
- Funds of Knowledge
  Scripture/Thought: Emily
  Prayer: Ashley

**Week 9**

**Th Mar 05 Tuesday**

**Asynchronous: No On-campus Class - Problem Solving Unit Exam**

**Study Guide:**CPSE 460 Problem Solving Unit Exam Study Guide.pdf  Download

**Questions for Utah Parent Center - Parent Panel Due**

TIPS 2 EXTRA CREDIT Information:
- Brittany Huang Case Study.pdf  Download
- Brittany ABC pdf  Download
- Brittany Huang IEP.doc  Download

**19 Mar 05 Wednesday**
<table>
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<th>Resource/Assignment</th>
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| Mar 07 Thu | Guest Lecture - para                                                              | Scripture/Thought: Oakley  
Prayer: Lance                                                                                     |
| Mar 08 Fri |                                                                                   |                                                                                     |
| Mar 09 Fri | Week 10                                                                            |                                                                                     |
| Mar 12 Tue | GUEST LECTURE - PCSD Sp. Ed. Leadership                                            | Before Class: Memorize the definition of Specially designed instruction (SDI) found in the USBE Special Education Rules, page 36  
Special Education Rules  
Scripture/Thought: Alysha  
Prayer: Liv                                                                                     |
| Mar 14 Thu | Developing Individualized Education Plans (IEPs)                                   | Read: IEP.ZEN.BYU.pdf Download  
Read:  
Quiz: IEP Facilitation  
Scripture/Thought:  
Prayer: Johanna                                                                                     |
| Mar 15 Fri | No Classes                                                                         |                                                                                     |
| Mar 16 Sat | Week 11                                                                            |                                                                                     |
| Mar 19 Tue | Guest Lecture - School Level Administration                                       | High Leverage Practices Paper due by 11:59 pm  
Scripture/Thought: Mary  
Prayer: Mary                                                                                     |
| Mar 21 Thu | Communicating with Confidence                                                      | Review:  
- UEA 2024 Legislative Summary                                                                 |
| Mar 21 Thu | Asynchronous Class - No On-campus Class                                           | Resources:  
Lesson: Communicating with Confidence.pdf Download  
Sneak with Confidence                                                                                     |
| Mar 21 Thu |                                                                                   |                                                                                     |
| Mar 21 Thu |                                                                                   |                                                                                     |
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| Mar 21 Thu |                                                                                   |                                                                                     |
| Mar 21 Thu |                                                                                   |                                                                                     |
**Mar 26 Tuesday**

**Guest Lecture - PCSD Motor team**

Before Class:
- What is normal??? Go to a playground - observe how children of various ages move

**Skim these articles**
- Centers for Disease Control and Prevention Developmental Milestones (updated June 2023)
- APTA Fact Sheet Providing Physical Therapy Under the Individuals with Disabilities Education Act (IDEA - Part B) An Overview of School-Based Physical Therapy
- APTA Fact Sheet Adapted Physical Education (APE) & School-Based Physical Therapy (SBPT): Collaboration for Student Success
- Utah State Board of Education - Adapted Physical Education Best Practices Guidebook
- https://www.wrightslaw.com

**BONUS MATERIAL 😊**
- APTA Fact Sheet Developing Collaborative IEP Goals
- APTA Fact Sheet Educationally Relevant Physical Therapy - Part I: Determining a Student's Need for School-Based PT under IDEA

**Scripture/Thought:** Lance

**Prayer:**

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**Mar 28 Thursday**

**Paraeducators**
- See Paras
- Roles & responsibilities
- Training

**Working with Peer Tutors**
1. What is a culture of collaboration?
2. How can we encourage peer tutors to make the most of their time in class?

**Determine Your Supervisory Style Activity.pdf**

**Asynchronous Lesson Plan**
- 460 Asynchronous Class March 28.docx
- CPSE 460 Paras & Peers Asynchronous.pdf

**Paraeducators**

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**Read:**
- Chapter 16 A Systematic Review of Peer Tutoring Interventions for Students with Disabilities

**Review:**
- USBE Paraeducator Manual
- PeerTutorGuidelines.pdf

**Scripture/Thought:** Kenzi

**Prayer:**

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**Mar 29 Friday**

**Week 13**

**Para Rules and Responsibilities due**

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**Apr 02 Tuesday**

**Utah Parent Center - Parent Panel**

**Para Rules and Responsibilities due**

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Co-teaching

- 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)

USSBE Co-teaching Handbook

Review: Co-Teaching: A Model for Classroom Management


Fuchs & Fuchs (1994). Inclusive schools movement and the radicalization of special education reform. Exceptional Children, 60(4), 294-309

Quiz: Co-Teaching

Review

Co-teaching Models

Scripture/Thought: Margaret

Prayer: Ashley

F Apr 05 Friday

460 Final Exam Study Guide 2024.pdf Download

F Apr 19 Friday

Final Exam Day

W Apr 17 Wednesday

Last Day of Class

Th Apr 18 Thursday

Exam Preparation Day

F Apr 19 Friday

Final Exam Day

W Week 16

T Apr 23 Tuesday

Final Exam Day