

Instructor/TA Info

Instructor Information

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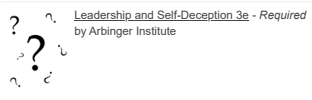
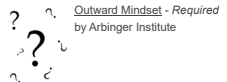
Course Information

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

Item	Price (new)	Price (used)
 Leadership and Self-Deception 3e - Required by Arbinger Institute	17.95	13.50
 Outward Mindset - Required by Arbinger Institute	17.95	13.50

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%
D-	60%
E	0%

Assignments

Assignment Descriptions

Heart of Conflict

Jan 11 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

Jan 16 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

Jan 20 Due: Saturday, Jan 20 at 11:59 pm

Complete the IRIS: Collaborating with families module:
<https://iris.peabody.vanderbilt.edu/module/fam/> (<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.

Inward Mindset Quiz

Jan 23 Due: Tuesday, Jan 23 at 2:00 pm

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

Jan 24 Due: Wednesday, Jan 24 at 11:59 pm

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 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.

Your proposal can be a bulleted outline and include your initial ideas for becoming more outward. Proposals should be about one page

Collusion Quiz

Jan 25 Due: Thursday, Jan 25 at 2:00 pm

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

Jan 27 Due: Saturday, Jan 27 at 11:59 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 Refuses Uncle Dick's invitation Refuses to accept help from Uncle Dick	2. What I see A selfish father who cares more about himself than his son. A foolish father too proud to accept help who caused financial ruin to come to their family.
4. What He/She Sees A petulant son who needs to be taught self-respect and hard work A hopeless situation where my family is completely against me and it would be better if I weren't here	3. What I Do Run and hide. Do only the required chores Finally confront father at gunpoint in the middle of a confrontation with his mother

Situation #1

1. What he/she does	2. What I see
---------------------	---------------

4. What he/she sees	3. What I do

Situation #2

1. What he/she does	2. What I see
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 \(plugins/Upload/fileDownload.php?fileId=45168877-JB6h-drGg-XZ2M-em268d3caac8&pubhash=05nBUakwrCWkUnZyPXBhp-4-UXG7Evs1v917Gpjo_FZ3M4om-ADaGsHLB9mC7oO5iCvftnM4w0ytG8XPT6w=\)](#)

Self-Deception Quiz

Jan 30 Due: Tuesday, Jan 30 at 2:00 pm

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 3-5 of Leadership & Self-Deception.

Questions for School Principal

Jan 31 Due: Wednesday, Jan 31 at 11:59 pm

Please submit at least one original question that you may have for Rene' Cunningham, school principal, retired.

Multiplying Mindset

Feb 01 Due: Thursday, Feb 01 at 2:00 pm

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

Feb 01 Due: Thursday, Feb 01 at 5:00 pm

In-class Activity:

Complete the Visual Synopsis with your group.

SAM Quiz

Feb 06 Due: Tuesday, Feb 06 at 2:00 pm

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

Feb 06 Due: Tuesday, Feb 06 at 11:59 pm

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

Feb 07 Due: Wednesday, Feb 07 at 5:00 pm

In-class activity. In a group of 4 or 5 write 3 questions for the Motor Development Team and submit through LS. Questions to 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

Feb 07 Due: Wednesday, Feb 07 at 11:59 pm

A one-page summary of your discussion of the influence pyramid scenario (final slide)

Mindset Unit Exam

Feb 08 Due: Thursday, Feb 08 at 11:59 pm

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

Questions for District Leadership

Feb 08 Due: Thursday, Feb 08 at 11:59 pm

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

Personal Mindset Change Paper

Feb 13 Due: Tuesday, Feb 13 at 11:59 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

Team-Initiated Problem Solving Quiz

Feb 15 Due: Thursday, Feb 15 at 2:00 pm

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

Feb 22 Due: Thursday, Feb 22 at 2:00 pm

Answer these questions - no notes

TIPS Practice 1

Feb 22 Due: Thursday, Feb 22 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 \(plugins/Upload/fileDownload.php?fileId=57f966bd-BoNR-BjOQ-emL-k-g1aeb8f1072&pubhash=YSCWMnb_ey4H7dJlBlnChCA2bJh3pAAJ2Zyc5C8M-n-RG85yOtyVCSLKBjB_fDlhXShWv7rKukleT8q9edQ==\)](#)

Precision statement - 2 points
Implementation plan - 2 points
Data Use - 2 points
Roles & Procedures - 2 points
Clarity & Writing - 2 points

DORA training Quiz

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

This is an open book/open notes quiz.

Questions for Para educator

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

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

Using the DORA Form

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

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.

Funds of Knowledge

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

Answer these questions without the use of notes.

Ellie Case Study

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

Problem Solving Unit Exam

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

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

Questions for Parent

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

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

TIPS Practice 2 Extra Credit

Mar 07 Due: Thursday, Mar 07 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.

Precision statement - 1 point
Implementation plan - 1 point
Data Use - 1 point
Roles & Procedures - 1 point
Clarity & Writing - 1 point

IEP Facilitation Quiz

Mar 14 Due: Thursday, Mar 14 at 2:00 pm

Answer these questions without the use of notes.

High Leverage Practices Paper

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 topic (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 this 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.

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

Communicating with Confidence

Mar
29

Due: Friday, Mar 29 at 11:59 pm

Communicating with Confidence

Read: Chapter 18 Nonverbals, *Speak with Confidence* by Mike Acker

<https://learning-oreilly-com.byu.idm.oclc.org/library/view/speak-with-confidence/9781394159741/?ar=&orpg=&email=%5Eu> (<https://learning-oreilly-com.byu.idm.oclc.org/library/view/speak-with-confidence/9781394159741/?ar=&orpg=&email=%5Eu>)

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

Watch videos:

Body Language Expert Explains How to Show Confidence

<https://youtu.be/VRJzvJ5XPQI?si=13xceDwK9F57X5De> (<https://youtu.be/VRJzvJ5XPQI?si=13xceDwK9F57X5De>)

How Confidence Gives People an Unfair Advantage

<https://youtu.be/fE6k8gsvMIg?si=CFkCdIIINrWNJ2v-> (<https://youtu.be/fE6k8gsvMIg?si=CFkCdIIINrWNJ2v->)

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

DORA 1

Mar
29

Due: Friday, Mar 29 at 11:59 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 \(plugins/Upload/fileDownload.php?fileId=34997d6e-290K-meNZ-fSPg-ITc779e8fad&pubhash=haMU0szuSXjeI5mVxU11QIQICxHqUzC8F05cmjNlhUyJf-UoqYKv65rAIFQkisocsA1DZIZNCbVCPkAZaVt3g==\)](#)

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 \(plugins/Upload/fileDownload.php?fileId=4a954992-H5AY-urVK-Gixw-bCeea528d44e&pubhash=c5nm_ZRyZizBM0mio7CZoHn9C7L-4nSQeDHHLh4HLwV42TY_hCx2VQ7NwHxIPH5DRSBQnXuuh9hI5Jmjw7LA=\)](#)

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.

Class Activity 3/28

Apr
02

Due: Tuesday, Apr 02 at 11:59 pm

USBE Paraeducator Manual Easter Egg Hunt.docx [Download \(plugins/Upload/fileDownload.php?fileId=56ada72d-UMGI-3n3-D0PY-IG4fc58c6e9&pubhash=NVdT1Admmc-slVa9eT-73YvK9f8RuVBraxtOx9EKEkR_g54GijMxOEr2cy085RnNtmVBlevGblSZbreLmkP-g==\)](#)

USBE Paraeducator Manual Easter Egg Hunt.pdf [Download \(plugins/Upload/fileDownload.php?fileId=b1154887-LLI2-cw2D-FstZ-bO38c805bd9d&pubhash=Mi7x4xAaGdgox8g7vqMDXn2o-cdJWxwFot4STStYQI3LIFgnpYAqCz-qFK5yTdhpiCcMqiUOA-1mwHDewelw==\)](#)

USBE Paraeducator Handbook (<https://www.schools.utah.gov/specialeducation/specialeducation/instructioninclusion/paraeducator/EffectiveParaeducatorManual.pdf>)

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

DORA 2

Apr
04

Due: Thursday, Apr 04 at 11:59 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 \(plugins/Upload/fileDownload.php?fileId=34997d6e-290K-meNZ-fSPg-ITc779e8fad&pubhash=haMU0szuSXjeI5mVxU11QIQICxHqUzC8F05cmjNlhUyJf-UoqYKv65rAIFQkisocsA1DZIZNCbVCPkAZaVt3g==\)](#)

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 \(plugins/Upload/fileDownload.php?fileId=4a954992-H5AY-urVK-Gixw-bCeea528d44e&pubhash=c5nm_ZRyZizBM0mio7CZoHn9C7L-4nSQeDHHLh4HLwV42TY_hCx2VQ7NwHxIPH5DRSBQnXuuh9hI5Jmjw7LA=\)](#)

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.

Para Rules and Responsibilities

Apr 04 Due: Thursday, Apr 04 at 11:59 pm

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. [USBE Paraeducator Manual \(https://schools.utah.gov/specialeducation/_specialeducation/_instructioninclusion/_paraeducator/EffectiveParaeducatorManual.pdf#search=paraeducator\)](https://schools.utah.gov/specialeducation/_specialeducation/_instructioninclusion/_paraeducator/EffectiveParaeducatorManual.pdf#search=paraeducator)

- 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

Apr 05 Due: Friday, Apr 05 at 11:00 pm

Answer these questions without the use of notes.

Peer Tutor Lesson Plan

Apr 09 Due: Tuesday, Apr 09 at 11:59 pm

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.

ST Explicit Instruction Lesson Plan.png [Download \(plugins/Upload/fileDownload.php?fileId=1ab0ea05-F9iQ-afpQ-M2Aw-9Saa7e41f06b&pubhash=UzDhOOxi51S50lqi4gAgn7EA4GluHT2uLxUB9Ve4ggh5olBVUH8wj0SpFo0WrOw2fQod0DmCJwrcra8jJxu1A=\)](#)

This EI lesson plan can also be accessed in the Student Teaching handbook [ST Handbook \(https://education.byu.edu/sites/default/files/media/cpse/files/2023/2023-24%20Student%20Teaching%20Handbook%209-21-2023.pdf\)](https://education.byu.edu/sites/default/files/media/cpse/files/2023/2023-24%20Student%20Teaching%20Handbook%209-21-2023.pdf) page 74

Collaboration Video Presentation

Apr 11 Due: Thursday, Apr 11 at 2:00 pm

1) Form a group of 4 people. Identify your group and the topic you've selected [here \(https://docs.google.com/document/d/10G3bXA1KOMR_Kr6QyE0FPoGP4r_JLUKuEul_1eWjUb4/edit\)](https://docs.google.com/document/d/10G3bXA1KOMR_Kr6QyE0FPoGP4r_JLUKuEul_1eWjUb4/edit)
2) You and your partners will select one of the following stakeholders/clients:

- Parents/Guardians
- Administrators
- General Education Teachers
- Related service providers
- Paraeducators
- 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 [1. 2 high-leverage practices \(https://highleveragepractices.org\)](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.

Resource for creating the video [Class Video Assignment Tips \(https://oif.dtu.edu/knowledgebase/files/2019/10/Handout_video_assignment_tips.pdf\)](https://oif.dtu.edu/knowledgebase/files/2019/10/Handout_video_assignment_tips.pdf)

Additionally, you will complete and submit this [form \(https://1drv.ms/wis/AuIZASvamAEHqINroCY?x4GBvT_\)](https://1drv.ms/wis/AuIZASvamAEHqINroCY?x4GBvT_) as an evaluation of participation for you and your group members.

Video Comments

Apr 16 Due: Tuesday, Apr 16 at 11:59 pm

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

Apr 16 Due: Tuesday, Apr 16 at 11:59 pm

Final Exam

Class Participation

Apr 17 Due: Wednesday, Apr 17 at 11:59 pm

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-related assignments/activities on your computer/phone during lecture/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

Point Breakdown

Categories	Percent of Grade
Exams	22.1%
Quizzes	12.3%
Launch Activities	22.78%
Applied Assignments	31.44%
Participation	11.39%
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 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 9coordinator@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 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> (<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	Column 1	Column 2
Week 1		
M Jan 08 Monday	Start of Classes	
T Jan 09 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>The Arbinger Institute and the Heart of Conflict</p>	<p>Prayer/Thought https://1drv.ms/w/s/AuIZASvamAEHgj1qlekfMRpXJoJD</p>
Th Jan 11 Thursday	<p>Asynchronous Class- Watch video and write Heart of Conflict paper.</p> <p>NO On-Campus Class</p> <p>Mindset and the Heart of Conflict</p> <ul style="list-style-type: none"> • What is the heart of conflict? 	<p>Watch:</p> <ul style="list-style-type: none"> • Jim Ferrell - Resolving the Heart of Conflict <p>Launch Activity - Heart of Conflict Paper:</p> <p>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.</p>
F Jan 12 Friday		
Week 2		
M Jan 15 Monday	Martin Luther King Jr Day	

T Jan 16 Tuesday	<p>UETS Standard 9: Professional Responsibility</p> <p>The Outward Mindset Pt I - read during class and in-class activity</p> <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>The history and context of collaboration within schools What is collaboration? Taskwork vs teamwork?</p>	<p>• Due before class (1/16):</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>Submit the Problem Solving Teams Quiz (In assignments, under quizzes)</p> <p>Read (in class):</p> <ul style="list-style-type: none"> Outward Mindset Part 1.pdf Download
Th Jan 18 Thursday	<p>Asynchronous -</p> <p>Complete the IRIS: Collaborating with Families module assignment found under <i>Launch Activities</i> in LS. https://iris.peabody.vanderbilt.edu/module/fam/</p>	<p>Due before class (1/18)</p> <p>Read:</p> <ul style="list-style-type: none"> Chapter 1-13 <i>Leadership and Self-Deception</i> <p>Watch:</p> <ul style="list-style-type: none"> Arbinger Self-deception video
F Jan 19 Friday		
Sa Jan 20 Saturday		
Week 3		
T Jan 23 Tuesday	<p>Moral Sense</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>What is at the heart of all "people problems"?</p> <p>How do we get in the box?</p>	<p>Due Before Class 1/23</p> <p>Read:</p> <ul style="list-style-type: none"> Chapters 14-20 <i>Leadership & Self-Deception</i> <p>Complete:</p> <p><i>Inward Mindset Quiz</i> Question for School Principal - Launch Activity: Digital Dialogue Scripture/Thought: Annika Prayer: Erika</p>
W Jan 24 Wednesday		<p>Turn in Personal Mindset Change Proposal - Applied Assignments</p>
Th Jan 25 Thursday	<p><i>Launch Activity - Collusion (see assignment description)</i></p> <p>We'll discuss and start this assignment in class.</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>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?</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>The_Outward_Mindset_How_to_Change_Lives_and_Transf..._-__(Part_II_Turning_Mindset_Outward).pdf Download</p>	<p>Due before class 1/25:</p> <p>Read</p> <ul style="list-style-type: none"> <i>Leadership & Self-Deception</i> Chapters 21-24 <p>Complete:</p> <p><i>Collusion Quiz</i></p> <p>Collusion Cycle Launch Activity Scripture/Thought: Oakley Prayer: Margaret</p>
Sa Jan 27 Saturday		
Week 4		
T Jan 30 Tuesday	<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>Mindset - The Lure of Inwardness</p> <ul style="list-style-type: none"> 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? 	<p>Due Before Class 1/30</p> <p>Read:</p> <ul style="list-style-type: none"> The Outward Mindset Pt II Leadership and Self-deception Ch. 20 <p>Complete: Self-Deception Quiz Scripture/Thought: Jessica J. Prayer: Emily</p>
W Jan 31 Wednesday		

Th Feb 01 Thursday	<p>Anatomy of Peace Influence Pyramid</p> <p>In class assignment: Visual Summary (small group) - do not submit</p>	<p>Due before class 2/1</p> <p>Read:</p> <ul style="list-style-type: none"> • Anatomy of Peace Chapters 2, 22-24 <p>Complete: Multiplying Mindset Quiz Scripture/Thought: Ashley Prayer: Oakley</p>
Week 5		
T Feb 06 Tuesday	<p>Finish Mindset - Multiplying Mindset</p>	<p>Due before class 2/6</p> <p>Read:</p> <ul style="list-style-type: none"> • The Outward Mindset Pt III <p>Complete: SAM Quiz Moral Sense Log Due Scripture/Thought: Kenzi Prayer: Adrian</p>
W Feb 07 Wednesday		
Th Feb 08 Thursday	<p>Mindset Unit Exam - open 2/8 from 8:00 am to 11:59 pm</p> <p>Closed book/notes</p> <p>Remember the Honor Code!</p> <p>No on-campus Class</p>	<p>Mindset Unit Study Guide CPSE 460 Mindset Unit Study Guide Winter 2024.pdf Download</p> <p>Questions for District Leadership - Launch Activity: Digital Dialogue</p>
Week 6		
T Feb 13 Tuesday	<p>Interpersonal Skills - Effective Communication</p> <p>HLP assignment information</p> <p>Project Information</p>	<p>Read: Feedback Friend & Cook 2017 Ch 3.pdf Download</p> <p>Personal Mindset Change Paper due 11:59 pm</p> <p>Scripture/Thought: Margaret Prayer: Tessa</p>
Th Feb 15 Thursday	<p>Team-Initiated Problem Solving (TIPS)</p> <p>Phoenix ES Data - PS Process.pdf Download</p> <p>Problem solving - Process</p> <ul style="list-style-type: none"> • Identify and describe the seven components of the problem solving model • 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>(Pay close attention to how 'problem' and 'solution' are defined.)</p> <p>Complete Quiz: Team-Initiated Problem Solving</p> <p>Scripture/Thought: Madie Prayer: Betsy</p>
Week 7		
T Feb 20 Tuesday	<p>Monday Instruction</p>	

Th Feb 22 Thursday	<p>Team-Initiated Problem Solving (TIPS)</p> <ul style="list-style-type: none"> Principles of Effective Collaboration Norms Agendas Roles <ul style="list-style-type: none"> Meeting Minutes Form TIPS Fidelity Contextual Fit <p>TIPS Practice I - This is an in-class assignment.</p> <p>5dd434ba9cc041564363320c_TIPS Meeting Minutes Template.docx Download</p> <p>Problem solving - Process</p> <ul style="list-style-type: none"> Identify and describe the seven components of the problem solving model Practice identifying problems with precision 	<p>Check out these clever cartoons!</p> <p>IMG_5504.jpeg Download IMG_5506.jpeg Download IMG_5507.jpeg Download IMG_5510.jpeg Download IMG_5509.jpeg Download IMG_5511.jpeg Download IMG_5512.jpeg Download</p> <p>Read:</p> <ul style="list-style-type: none"> Top 5 Tips for Teams PBIS Forum 2015 TIPS <p>Review:</p> <ul style="list-style-type: none"> Intro to TIPS Foundations <p>Quiz Due:</p> <p>TIPS procedures - pay attention to team roles the TIPS process & identifying problems</p> <p>Scripture/Thought: Liv</p> <p>Prayer: Kenzi</p>
Week 8		
T Feb 27 Tuesday	<p>Introduction to the Decision Observation, Recording, & Analysis (DORA) form</p> <p>Independent Learning Activity Instructions: CPSE 460 Tuesday, Feb. 27.pdf Download</p> <p>Slides: dora_ii_training_03152013.pdf Download</p> <p>DORA Training Video</p> <p>Sample PS meeting video</p>	<p>Review:</p> <p>DORA Observation Form.pdf Download</p> <p>Questions for para due</p> <p>Read:</p> <p>-</p> <ul style="list-style-type: none"> Algozzine Newton Horner Todd & Algozzine 2012.pdf Download <p>DORA Training Quiz - Due by 11:59, open book/open notes</p>
Th Feb 29 Thursday	<p>Collaboration with Families</p> <p>- See Others</p> <p>- Diversity</p> <p>FQOL Scoring Sheet.xlsx Download</p> <p>Interpersonal Communication</p> <p>Improving emails</p> <p>- http://writingcenter.unc.edu/handouts/effective-e-mail-communication/</p> <p>Communicating with Families</p> <p>- What are funds of knowledge? How does this influence our ability to "See Families"?</p> <p>- What are the interpersonal skills that we can develop to improve our capacity to build relationships with parents and students?</p>	<p>Read: Funds of Knowledge pp. 29-44, 119-130 - (Chapters 2 & 6)</p> <p>Read: Contextual Fit ASPE Brief</p> <p>Parent-Family Engagement Checklist.pdf Download</p> <p>Complete Ellie Case Study Digital Dialog - due by 11:59 pm</p> <p>Quiz: Funds of Knowledge</p> <p>Scripture/Thought: Emily</p> <p>Prayer: Ashley</p>
Week 9		
T Mar 05 Tuesday	<p>Asynchronous: No On-campus Class - Problem Solving Unit Exam</p> <p>Study Guide:CPSE 460 Problem Solving Unit Exam Study Guide.pdf Download</p>	<p>Questions for Utah Parent Center - Parent Panel Due</p> <p>TIPS 2 EXTRA CREDIT Information:</p> <p>Brittany Huang Case Study.doc Download</p> <p>Brittany ABC.pdf Download</p> <p>Brittany Huang IEP.doc Download</p>
W Mar 06 Wednesday		

Th Mar 07 Thursday	Guest Lecture - para	Scripture/Thought: Oakley Prayer: Lance
F Mar 08 Friday		
Week 10		
T Mar 12 Tuesday	GUEST LECTURE - PCSD Sp. Ed. Leadership	Before Class: Memorize the definition of <i>Specially designed instruction</i> (SDI) found in the USBE Special Education Rules, page 36 Special Education Rules Scripture/Thought: Alysha Prayer: Liv
Th Mar 14 Thursday	Developing Individualized Education Plans (IEPs) <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? 	Read: IEP.ZEN.BYU.pdf Download Read: <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. Back to the Basics 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. Engaging Students Quiz: IEP Facilitation Scripture/Thought: Prayer: Johanna
F Mar 15 Friday	No Classes	
Sa Mar 16 Saturday		
Week 11		
T Mar 19 Tuesday	Guest Lecture - School Level Administration Rene Cunningham, principal, ret.	High Leverage Practices Paper due by 11:59 pm Scripture/Thought: Mary Prayer: Mary
Th Mar 21 Thursday	Communicating with Confidence Asynchronous Class - No On-campus Class Resources: Lesson: Communicating with Confidence.pdf Download Speak with Confidence How Confidence Gives People an Unfair Advantage Body Language Expert Explains How to Show Confidence 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	Review: <ul style="list-style-type: none"> UEA 2024 Legislative Summary
Week 12		

T Mar 26 Tuesday	<p>Guest Lecture - PCSD Motor team</p>	<p>Before Class: What is normal??? Go to a playground - observe how children of various ages move</p> <p>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): Collaborating for Student Success Utah State Board of Education- Adapted Physical Education Best Practices Guidebook https://www.nspeid.org/what-is-ape- Wrights Law- https://www.wrightslaw.com/info/pe.index.htm</p> <p>BONUS MATERIAL 🧐</p> <p>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 Note: APTA = American Physical Therapy Association, Academy of Pediatric Physical Therapy</p> <p>Scripture/Thought: Lance Prayer: Hannah</p>
Th Mar 28 Thursday	<p>Paraeducators</p> <ul style="list-style-type: none"> - See Paras - Roles & responsibilities - Training <p>Working with Peer Tutors</p> <ol 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? <p>Determine Your Supervisory Style Activity.pdf Download Paraeducators</p> <p>Asynchronous Lesson Plan</p> <p>460 Asynchronous Class March 28.docx Download CPSE 460 Paras & Peers Asynchronous.pdf Download USBE Paraeducator Manual Easter Egg Hunt.pdf Download USBE Paraeducator Manual Easter Egg Hunt.docx Download</p>	<p>Read: Talbott, E., Trzaska, A. and Zurheide, J.L. (2017). A Systematic Review of Peer Tutoring Interventions for Students with Disabilities. In The Wiley Handbook of Diversity in Special Education (eds M.T. Hughes and E. Talbott). https://doi.org/byu.idm.oclc.org/10.1002/9781118768778.ch16 Chapter 16 A Systematic Review of Peer Tutoring Interventions for Students with Disabilities</p> <p>Review: USBE Paraeducator Manual</p> <ul style="list-style-type: none"> • PeerTutorGuidelines.pdf Download <p>Scripture/Thought: Kenzi Prayer:</p>
F Mar 29 Friday	Week 13	
T Apr 02 Tuesday	Utah Parent Center - Parent Panel	<p>Para Rules and Responsibilities due</p> <p>Scripture/Thought: Prayer:</p>

Th Apr 04 Thursday	<p>Co-teaching</p> <ul style="list-style-type: none"> 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>USBE Co-teaching Handbook</p>	<p>Review:</p> <p>Co-Teaching: A Model for Classroom Management</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. https://d1w6tbs1x2le7.cloudfront.net/42356969/2012_Collaborative_models_of_instruction_The.pdf&Expires=1711418910&Signature=fo01nziRy&JlOacJjB95LpkkSnCz4nKsbic9f-aUoh7VPH4fgyIEGYr8keH37Ypbivai40nWluom16uJlpKRgddF02chLe1LlxFSrThuY-U0AXLvkCRN1goc-YTe7OW8RNH5TdRQryZsDvuBWBdiJxFOpYPUb9xx08w1Y5ZE7JEhYu2h8EKAdmh8z2hHjCJcUDDv1kSATZDd1uC-Em54m1WjJdkixFFCEP2BaJpCilh3eUoiXnrk0C2z0gJ3SNJ0j05OY5TcevuOHoFEILEpnE5NaNjz7WTkpCSiMuTWecDOGEdwPBOVYSV6QBBAm72Sj51NHD79DLbl16w_&Key-Pair-id=APKAJLOHF5GGSLRBV4ZA</p> <p>Fuchs & Fuchs (1994). Inclusive schools movement and the radicalization of special education reform. Exceptional Children, 60(4), 294-309 https://files.eric.ed.gov/fulltext/ED364046.pdf</p> <p>Quiz: Co-Teaching</p> <p>Review</p> <p>Co-teaching Models</p> <p>Scripture/Thought: Margaret</p> <p>Prayer: Ashley</p>
F Apr 05 Friday	460 Final Exam Study Guide 2024.pdf Download	
Sa Apr 06 Saturday		
Week 14		
T Apr 09 Tuesday	Asynchronous Class - prepare group presentation videos & study for exam	Peer Tutor Lesson Plan due 11:59 pm
Th Apr 11 Thursday	Group Video Presentations - Asynchronous, No On-campus Class	
Week 15		
T Apr 16 Tuesday	460 Final Exam Study Guide 2024.pdf Download	
	Final Exam - Asynchronous, No On-campus Class	
W Apr 17 Wednesday	Last Day of Class	
Th Apr 18 Thursday	Exam Preparation Day	
F Apr 19 Friday	Final Exam Day	
Week 16		
T Apr 23 Tuesday	Final Exam Day	