

CPSE 460 - Collaboration

Winter 2015

Section 002: 160 MCKB on M W from 11:00 am - 12:15 pm

Instructor/TA Info

Instructor Information

Name: Abby Cook

Office Location: MCKB

Email: abigail_cook@byu.edu

Course Information

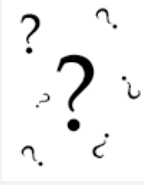
Description

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:

- Basics of Collaboration and Interpersonal Skills
- Working with Families of Students with Diverse Learning Needs, Including Students with Disabilities and ELLS
- Working with General Education Teachers, ESL Specialists, Paraeducators, and Other Professionals in Schools
- Forming Family, School, and Community Partnerships to Advance the Education of Language Minority Students

Materials

Item	Price (new)	Price (used)
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	<p>INTERACTIONS 7E <i>Required</i> by FRIEND</p>	<p>145.60 109.20</p>
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Learning Outcomes

Collaboration issues

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

- a. Teams
- b. Consultation
- c. Team teaching

Collaborating

2. Demonstrate understanding of collaborating with the following:

- a. Other professionals
- b. Paraeducators
- c. Families

Interpersonal skills

3. Understand and demonstrate appropriate interpersonal skills including:

- a. Problem solving
- b. Communication
- c. Using statements
- d. Asking questions
- e. Handling difficult interactions

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%

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

Grading Policy

All assignments are due at the beginning of class on the due date as indicated on the Syllabus. Late work will not be accepted.

Attendance Policy

Attendance is required. You receive **3** attendance and participation points for each class. Points may be deducted for tardiness, and lack of class participation. Attendance and participation points contribute toward your final grade.

If you miss a class be sure to email me **that day**.

Written Work

College level writing is expected in this course. Points will be deducted for poor spelling and grammar, informal language, incomplete sentences, punctuation errors, etc. Be sure to proofread your work before submission.

Assignments

Assignment Descriptions

Chapter 2 Interpersonal Communication

Due: Wednesday, Jan 14 at 10:59 am

Read all of Chap 2 and familiarize yourself with the terms: linear communication; interactional communication; and transactional communications.

Please see the assignment under "Chapter 2 Assignment" under the Content tab.

Submit your paper on Learning Suite prior to class and come prepared to share your experience with your classmates.

Preliminary Action Plan- (First Draft)

Due: Wednesday, Jan 21 at 10:59 am

The purpose of this Action Plan is to help you make and reflect on goal(s) that you would like to work on this semester. It should be something that will help you personally and professionally in the future; please include the following areas: **Listening, Using Statements, Asking Questions, and Difficult Interactions.** Please see the "Action Plan" under the Content tab for more detail.

Family Interview

Due: Wednesday, Jan 28 at 10:59 am

Select a family who has a child with a disability. Using the questions provided, interview at least 2 members of the family.

Write up your experience.

Please see "Family Interview" under the Content tab for more detail.

Family Interview Class Presentation

Due: Wednesday, Jan 28 at 11:59 pm

Come to class prepared to share the things you experienced and learned as you spoke with the family members you interviewed.

Prepare a 3-5 minute summary/reflection relating to your interviews.

Families Book Report Class Presentation

Due: Wednesday, Feb 11 at 10:59 am

Come to class prepared with a 5 minute presentation on what you learned and your personal reflection on how you felt as you read the book.

Families Book Report

Due: Wednesday, Feb 11 at 10:59 am

Read one of the books from the list provided (See "Families Book Report" under the Content tab) and summarize what you learned in a 3-4 page double-spaced paper. Include a brief summary or description of the book's content.

CPSE 460 Midterm

Due: Wednesday, Mar 11 at 10:59 am

Please type your answers below. This test is closed-note, book, internet, friend, classmate, etc. Please do not discuss the test with anyone until after the deadline. You may take as long as you need, but you must complete this test from start to finish in one sitting. Submit no later than 10:59am Wednesday March 11th.

Teacher/Paraeducator Observation and Interview

Due: Monday, Mar 16 at 10:59 am

This assignment requires a minimum of 3 hours of work observing and interviewing.

Select 2 people that you wish to observe and interview who work together to teach students with disabilities, either a special education teacher and a paraeducator, or a special education and a general education teacher.

Selecting two special educators is not appropriate for this assignment.

Observe the 2 people for a minimum of 2 hours while they are interacting with those with disabilities and, if appropriate, working together. Interview those you observed using the questions provided. In most cases it would be best to interview them separately in order to get more candid responses.

Write up your experience.

Please see "**Teacher/Paraeducator Observation and Interview**" under the Content tab for more detail.

Teacher/Paraeducator Observation/Interview Presentation

Due: Monday, Mar 16 at 11:59 pm

Come to class prepared to share your insights from your experiences as you observed and interviewed the Special Education teacher and Para. (or Gen. Ed. teacher). You will be given 5 minutes to tell about what you learned and the procedures/principles/concepts/concerns you would like to implement in your future class.

Paraeducator Roles and Responsibilities

Due: Monday, Mar 23 at 10:59 am

Submit a role description for a paraeducator with whom you might be collaborating/working in a school setting. In the role description include the following information.

- The school's attendance policy for paras.
- Procedures for letting the school know when there is a need to be absent from work.
- Procedures for informing the classroom teacher of student concerns.
- Procedures for "dealing with" or addressing student concerns.
- The school's dress code
- Classroom behavior management
- Confidentiality

[This assignment is also described in the Student Teaching/Internship Handbook and will be turned in again as part of the student teaching or internship portfolio.]

Parent or Paraeducator Lesson

Due: Wednesday, Apr 01 at 10:59 am

In assigned groups of 2 or 3, students will prepare a 10-12 minute lesson to teach either family members or paraeducators. They will then instruct their classmates who will take on the respective roles.

Please see "Parent or Paraeducator Lesson" under the Content tab for more details.

Action Plan- Final Draft

Due: Wednesday, Apr 08 at 10:59 am

For each of the following 4 skills (**Listening, Seeking Information, Providing Information, and Difficult Interactions**): you were to self-evaluate your abilities and skills and create a personal goal. This information was to have been included in the Preliminary Action Plan (first draft) submitted on January 21st.

Building on the initial draft - In the final draft of the Action Plan, create 1-2 strategies that you will work on to accomplish your goal (total = 4-8 strategies/activities). Implement these activities, collect data and evaluate the

results. **Please use the template that was provided and explained in class.**

(Failure to use this template may result in a loss of points.)

On the last day of class come prepared to share **the results** of your action plan with the class in a 2 1/2 to 3 minute presentation.

Forms

Due: Wednesday, Apr 08 at 10:59 am

Create a minimum of **5** different forms you could use when working with other professionals, families and/or paraeducators. You will be graded as to how well the forms alone communicate their intent. Do not forget to include such things as a place to put someone's name and date. **DO NOT COPY** actual forms provided. They are given as examples from which you are expected to adapt. **DO NOT** create forms that may be helpful for teachers, but are not necessary for collaboration (e.g., test protocol or materials inventory sheet).

Some ideas of appropriate forms are listed under "Forms" under the Content tab.

Final Project-IEP

Due: Monday, Apr 13 at 10:59 am

In groups of four, students will collaborate and prepare an appropriate plan from information about a real child that will be serviced on an IEP.

Students will share the results of the groups collaborative effort in a 10 -12 minute power-point. One of the group members will submit the final presentation into learning suite.

Please see "Final Project" under the Content tab for more detail.

Attendance & Class Participaition

Due: Wednesday, Apr 15 at 10:59 am

Point Breakdown

Categories	Percent of Grade
Observations/Interviews	16.9%

Action Plan	14.08%
Attendance/Participation	19.72%
Other Assignments	21.13%
Midterm and Final	28.17%

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours).

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Schedule

Date	Class	Reading Due	Assignments Due
M Jan 05 Monday	Introduction to the Course		
W Jan 07 Wednesday		Friend & Cook Chapter 1	
M Jan 12 Monday		Friend & Cook Chapter 2	
W Jan 14 Wednesday	Share Chapter 2 assignment		Chapter 2 Interpersonal Communication
M Jan 19 Monday	Martin Luther King Jr. Holiday		
W Jan 21 Wednesday		Friend & Cook Chapter 3	Preliminary Action Plan- (First Draft)
M Jan 26 Monday		Friend & Cook Chapter 4	
W Jan 28 Wednesday	Share Family Interview		Family Interview Family Interview Class

Presentation			
M Feb 02		Friend & Cook	
Monday		Chapter 5	
W Feb 04		Friend & Cook	
Wednesday		Chapter 6	
M Feb 09		Friend & Cook	
Monday		Chapter 7	
W Feb 11	Families Book		Families Book Report
Wednesday	Report		Families Book Report
	Presentations		Class Presentation
M Feb 16	President's Day		
Monday	Holiday		
T Feb 17	Monday	Friend & Cook	
Tuesday	Instruction	Chapter 8	
W Feb 18			
Wednesday			
M Feb 23		Friend & Cook	
Monday		Chapter 9	
W Feb 25			
Wednesday			
M Mar 02			
Monday			
W Mar 04		Midterm	CPSE 460 Midterm
Wednesday		Posted	Opens
M Mar 09	No class		
Monday			
W Mar 11		Midterm Due	CPSE 460 Midterm
Wednesday		10:59 AM	Closes

M Mar 16 Monday	Presentations		Teacher/Paraeducator Observation and Interview Teacher/Paraeducator Observation/Interview Presentation
W Mar 18 Wednesday		Utah Paraeducator Handbook Friend & Cook Chapter 10	
M Mar 23 Monday			Paraeducator Roles and Responsibilities
W Mar 25 Wednesday		Friend & Cook Chapter 11	
M Mar 30 Monday			
W Apr 01 Wednesday			Parent or Paraeducator Lesson
M Apr 06 Monday			
W Apr 08 Wednesday			Action Plan- Final Draft Forms
M Apr 13 Monday			Final Project-IEP
W Apr 15 Wednesday	Exam Preparation Day		
Sa Apr 18 Saturday	Final Exam: 160 MCKB		

11:00am - 2:00pm

M Apr 20

Monday

W Apr 22

Wednesday