

Instructor/TA Info

Instructor Information

Name: Cade Charlton
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Course Information

Description

CPSE 460 - Collaboration (Section 002)
341 MCKB on M W from 11:00 am - 12:15 pm

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
- 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

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	95%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%

E	0%
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Grading Policy

Assignments are due at the beginning of class. Late assignments are worth 50% of the total points earned for up to a week after the due date. Assignments submitted later than one week after the due date will not be accepted.

Please remember teacher candidates must have grades of C or better and a total BYU GPA of 3.0 in all courses required for a teaching major to be recommended for licensure in Utah. Students must meet these requirements to be admitted to and retained in a teaching major and to student teach. If students do not meet the requirements, they may change their major or retake courses until they meet the requirements.

Participation Policy

Attending class for the full class period and participating in class discussion is expected. Arriving late, leaving early, and inappropriate use of technology (e.g., texting, emailing, reading web pages) during class is inconsistent with the expectation to be present and engaged in class. Please notify me in advance (if possible) when an emergency situation arises.

Assignments

Assignment Descriptions

Quiz #1

Jan
11

Due: Wednesday, Jan 11 at 12:00 pm

Answer these two questions honestly

Self-deception assignment (moral sense log)

Jan
18

Due: Wednesday, Jan 18 at 11:00 am

See attached form.

Moral Sense Log.pdf [Download \(plugins/Upload/fileDownload.php?fileId=371dd06d-owRY-KCuw-dcXj-bm957c74786f&pubhash=pmvJWQ_CwHAfxDqgGKx3eMRF28vH8zfwT0VTol1IAmUa2vLLhzaaKi8hi1z8zHayllwYkzcoQC_omrQimaHMg==\)](#)

Quiz #2

Jan
18

Due: Wednesday, Jan 18 at 12:00 pm

Answer these two questions honestly

Collusion Cycle

Jan
25

Due: Wednesday, Jan 25 at 11:00 am

See the attached form

Collusion Activity.pdf [Download \(plugins/Upload/fileDownload.php?fileId=601dc6f9-0Pdk-gtuK-8rqZ-r66336bd8f9c&pubhash=5NPCX5CBWHc2wxjbbxB38H3wKcv5FjT-ZRK5_Te4RNYD6B1a535_SnlOdlpj-IP4FFMeBN4c8Y9z1VJcwilUIA==\)](#)

Quiz #3

Jan
25

Due: Wednesday, Jan 25 at 11:00 am

Answer these two questions honestly

Quiz #4

Jan

Due: Wednesday, Jan 25 at 12:00 pm

25

Answer these two questions honestly

Carry-box

Jan
30

Due: Monday, Jan 30 at 11:00 am

See attached forms

Carry Boxes Assignment.pdf [Download \(plugins/Upload/fileDownload.php?fileId=379e7f3f-Jo6X-FSIS-wWjm-RGc5db4906b0&pubhash=Kc5R2XID7BdAqVrL5oMBI7MBfhp5gHVQRFTzSofbjxOVA2BgC35ui_JxzoAc8kybKA94S8FOmEEfbY3QvVa0hQ==\)](#)

Quiz #5

Jan
30

Due: Monday, Jan 30 at 12:00 pm

Answer these two questions honestly

Quiz #6

Feb
01

Due: Wednesday, Feb 01 at 12:00 pm

Answer these two questions honestly

Influence pyramid

Feb
01

Due: Wednesday, Feb 01 at 11:59 pm

See attached form.

Influence Pyramid Assignment.docx [Download \(plugins/Upload/fileDownload.php?fileId=99f9bae9-0T5x-WIUi-hiAw-Q7c6f4af92a1&pubhash=NkWaxpy0N08C3wJn9pOhi53AZZ-0tpSXDg0zBNvkNUeNoNH1KkBsm68tThfOBmvsEBIptBTAoG3rTu6b2PfsMg==\)](#)

Quiz #7

Feb
06

Due: Monday, Feb 06 at 12:00 pm

Answer these two questions honestly

S.A.M.

Feb
06

Due: Monday, Feb 06 at 11:59 pm

See attached form

SAM Assignment.docx [Download \(plugins/Upload/fileDownload.php?fileId=67d71438-V6CQ-2f71-QU68-wEOf5b82305d&pubhash=RP4JKJ6yUiZGOfXl5LA9ecMKrwtQN8djsZb5g7fha7fDvc7HSyz1eDzn1olgVTcwrMPOb8HAuyr84InUpc87Jw==\)](#)

Quiz #8

Feb
08

Due: Wednesday, Feb 08 at 12:00 pm

Answer these two questions honestly

Quiz #9

Feb

13 Due: Monday, Feb 13 at 12:00 pm

Answer these two questions honestly

Quiz #10

Feb 15 Due: Wednesday, Feb 15 at 12:00 pm

Answer these two questions honestly

Quiz #11

Feb 21 Due: Tuesday, Feb 21 at 12:00 pm

Answer these two questions honestly

Quiz #12

Feb 22 Due: Wednesday, Feb 22 at 12:00 pm

Answer these two questions honestly

Quiz #13

Feb 27 Due: Monday, Feb 27 at 12:00 pm

Answer these two questions honestly

Midcourse Evaluation

Feb 28 Due: Tuesday, Feb 28 at 11:59 pm

Midterm Exam

Mar 01 Due: Wednesday, Mar 01 at 11:00 am

This exam is closed book and closed note. It is worth 75 points. It consists of multiple choice, true/false, short answer, and essay questions.

DORA 1

Mar 01 Due: Wednesday, Mar 01 at 11:59 pm

1. Observe a problem solving meeting

If you plan to observe a meeting in Provo School District (PSD), use the link below to coordinate your schedule with other students.

https://docs.google.com/spreadsheets/d/1iZOnIS69V576tU7UxF_V8I0OG6i_MDxg1LKycAphvS8/edit?usp=sharing

https://docs.google.com/spreadsheets/d/1iZOnIS69V576tU7UxF_V8I0OG6i_MDxg1LKycAphvS8/edit?usp=sharing

2. Complete the DORA form DORA Observation Form.pdf [Download \(plugins/Upload/fileDownload.php?fileId=2762af14-hDjR-jaZ7-nl6D-kTc6de107190&pubhash=07UTbAnz2JiUd848TJ2krzarYycVdlL7BniLBuKPKP5Cvu51VKooHn-BmUy0eLHpKYhkQssBqCsqFbsRIWI9gA==\)](#)

3. 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.

PSD requires that you sign the consent form below and give two copies to your instructor prior to observing in their district.

Quiz #14

Mar
06

Due: Monday, Mar 06 at 12:00 pm

Answer these two questions honestly

See Others Presentation

Mar
08

Due: Wednesday, Mar 08 at 11:00 am

For this presentation, you and your team will be responsible to describe the needs, objectives, and challenges of your assigned stakeholder in general. You might do this through the use of case studies or other activities.

In addition, you should identify strategies that will help you "see others" in your classroom. The presentation will last approximately 10 min. Use the spreadsheet below to sign up for a day and time for your group.

[See Others Presentation Sign Up](#)

https://docs.google.com/spreadsheets/d/1FJuoSYqV4h6y_rDzptw813JcBEIZIM35UFz5KD8yKo/edit?usp=sharing

Resources for Families

- The best kind of different: Our family's journey with Asperger's Syndrome by Shonda Schilling
- Elijah's Cup: A family's journey into the community and culture of high-functioning autism by Valerie Paradiz
- A special education: One family's journey through the maze of learning disabilities by Dana Buchman & Charlotte Farber
- Gifts: Mothers reflect on how children with Down Syndrome Enrich their Lives edited by Kathryn Lynard Soper
- Loving Rachel: A Family's Journey from Brief by Jane Bernstein
- Thicker than Water: Essays by Adult Siblings of People with Disabilities edited by Don Meyer

Quiz #15

Mar
08

Due: Wednesday, Mar 08 at 12:00 pm

Answer these two questions honestly

Mindset Journal

Mar
08

Due: Wednesday, Mar 08 at 11:59 pm

Keep a journal of experiences that you have or observe from others that illustrate the concepts we discuss in the mindset material. Entries do not need to be lengthy, but they do need to include enough information that they adequately illustrate the concept. The purpose of this journal is to keep you engaged in the material throughout the semester. You will be required to make at least two entries per week, but you may make as many as you like beyond that.

TIPS Practice 1

Mar
08

Due: Wednesday, Mar 08 at 11:59 pm

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

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

Your Worst Nightmare.docx [Download \(plugins/Upload/fileDownload.php?fileId=d4d01df2-DTDm-wWha-5cpp-gUf106815e6c&pubhash=xWPQWeLxJth0M5eTUTASsvhzoIE6f5schDJ1RGZ0fcojKu0gzGeQ0wfWlCq7JTBI6v0CfTwZS2Asm4ZJdS4GhQ==\)](#)

Precision statement - 5 points
Implementation plan - 5 points
Data Use - 5 points
Roles & Procedures - 5 points
Clarity & Writing - 5 points

Quiz #16

Mar
13

Due: Monday, Mar 13 at 12:00 pm

Answer these two questions honestly

DORA 2

Mar
13

Due: Monday, Mar 13 at 11:59 pm

If you plan to observe a meeting in Provo School District (PSD), use the link below to coordinate your schedule with other students.

https://docs.google.com/spreadsheets/d/1iZOnIS69V576tU7UxF_V8I0OG6i_MDxg1LKycAphvS8/edit?usp=sharing
(https://docs.google.com/spreadsheets/d/1iZOnIS69V576tU7UxF_V8I0OG6i_MDxg1LKycAphvS8/edit?usp=sharing)

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

3. 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.

PSD requires that you sign the consent form below and give two copies to your instructor prior to observing in their district. Provo Confidentiality Agreement.pdf [Download \(plugins/Upload/fileDownload.php?fileId=a6ce374b-dAcY-5LG5-P4To-nEb49df0f0fe&pubhash=WaiPZI3-iYt3tBZ8Rwjf4BExwYJY-Yy9Hoa2t_ozzfsbtrZTW51BeE8sChc4KsNOQ4EBYwKW9hE7MZi06TopA==\)](#)

Quiz #17

Mar
15

Due: Wednesday, Mar 15 at 12:00 pm

Answer these two questions honestly

TIPS Practice 2

Mar
15

Due: Wednesday, Mar 15 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.

Quiz #18

Mar
22

Due: Wednesday, Mar 22 at 12:00 pm

Answer these two questions honestly

Quiz #19

Mar
27

Due: Monday, Mar 27 at 12:00 pm

Answer these two questions honestly

DORA 3 (IEP or TA)

Mar
27

Due: Monday, Mar 27 at 11:59 pm

If you plan to observe a meeting in Provo School District (PSD), use the link below to coordinate your schedule with other students.

https://docs.google.com/spreadsheets/d/1iZOnIS69V576tU7UxF_V8l0OG6i_MDxg1LKycAphvS8/edit?usp=sharing
(https://docs.google.com/spreadsheets/d/1iZOnIS69V576tU7UxF_V8l0OG6i_MDxg1LKycAphvS8/edit?usp=sharing)

2. Complete the DORA form DORA Observation Form.pdf [Download \(plugins/Upload/fileDownload.php?fileId=2762af14-hDjR-jaZ7-nl6D-kTc6de107190&pubhash=07UTbAnz2JiUd848TJ2krzarYycVdIL7BniLBuKPKP5Cvu5lVKooHn-BmUy0eLHpKYhkQssBqCsqFbsRIWI9gA==\)](#)

3. 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.

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Quiz #20

Mar
29

Due: Wednesday, Mar 29 at 12:00 pm

Answer these two questions honestly

Quiz #21

Apr
03

Due: Monday, Apr 03 at 12:00 pm

Answer these two questions honestly

Quiz #22

Apr
05

Due: Wednesday, Apr 05 at 12:00 pm

Answer these two questions honestly

TIPS Practice 3

Apr
05

Due: Wednesday, Apr 05 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.

Quiz #23

Apr
10

Due: Monday, Apr 10 at 12:00 pm

Answer these two questions honestly

Final Exam

Apr
18

Due: Tuesday, Apr 18 at 11:59 pm

Personal Mindset Change Paper

Apr
19

Due: Wednesday, Apr 19 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.

Mindset Presentations

Apr
19

Due: Wednesday, Apr 19 at 11:59 pm

1. Identify one mindset topic that you'd like to address.
2. From your mindset journal, draw out a number of experiences that illustrate the topic you chose.
3. Create a presentation that demonstrates that you understand the topic by discussing the experiences from your journal.

Point Breakdown

Categories	Percent of Grade
Exams	33.94%
Quizzes	10.63%
Problem Solving Assignments	33.94%
Mindset Assignments	21.49%
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.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>).

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.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010
"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Topics & Standards	Reading/Materials	Assignments
Week 1			
M Jan 09 Monday	Introduction to course Outward mindset	<u>Prayer & Spiritual Thought Sign-up</u>	Quiz #1 Opens

W Jan 11 Wednesday	<p>Mindset - Self-Betrayal</p> <p>Identify a time when you had an inward mindset</p> <p>Identify a time when you observed someone else evidencing an outward mindset</p>	<p>Read: The Outward Mindset Pt I</p> <p>Watch: Jim Ferrell - Resolving the Heart of Conflict</p>	<p>Quiz #1 Closes</p> <p>Quiz #2 Opens</p>
Week 2			
M Jan 16 Monday	<p>Martin Luther King Jr Day</p> <p>NO CLASS</p>		
W Jan 18 Wednesday	<p>Mindset - Collusion</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 thing I want most in the world is for ____ (any person who has wronged me) to stop doing what he/she is doing?"</p>	<p>Read: The Outward Mindset Pt II</p>	<p>Self-deception assignment (moral sense log)</p> <p>Quiz #2 Closes</p> <p>Quiz #3 Opens</p>
Week 3			
M Jan 23 Monday	<p>Mindset - Carry Boxes</p>	<p>Read: Chapter 13 - Life in the Box <i>Leadership and Self-Deception</i></p>	<p>Quiz #4 Opens</p>
W Jan 25 Wednesday	<p>Mindset - Outward vs Inward Mindset</p> <ul style="list-style-type: none"> "Outwardly Nice" Inward Mindset 	<p>Read: The Outward Mindset Pt III</p>	<p>Collusion Cycle</p> <p>Quiz #3 Closes</p> <p>Quiz #4 Closes</p> <p>Quiz #5 Opens</p>
Week 4			
M Jan 30 Monday	<p>Mindset - Influence Pyramid</p>	<p>Read: Anatomy of Peace Chapters 2, 22-24</p>	<p>Carry-box</p> <p>Quiz #5 Closes</p> <p>Quiz #6 Opens</p>
W Feb 01 Wednesday	<p>Mindset - S.A.M. (How do I make it better?)</p>	<p>Read: The Outward Mindset Pt IV</p> <p>Read: Chapter 20 - Dead Ends <i>Leadership & Self-Deception</i></p>	<p>Influence pyramid</p> <p>Quiz #6 Closes</p> <p>Quiz #7 Opens</p>
Week 5			

M Feb 06 Monday	Problem solving - Process	Read: Newton, S. J., Horner, R. H., Algozzine, R. F., Todd, A. W., & Algozzine, K. M. (2009). <u>Using a problem solving model to enhance data-based decisions making in schools.</u> In W. Sailor, G. Dunlap, G. Sugai, & R. Horner (Eds.), <i>Handbook of Positive Behavior Support</i> (pp. 551–580). Springer US.	S.A.M. Quiz #7 Closes Quiz #8 Opens
W Feb 08 Wednesday	Problem solving - Process		Quiz #8 Closes Quiz #9 Opens
Week 6			
M Feb 13 Monday	Decision Observation, Recording, & Analysis (DORA) - Using the form to observe team-based problem solving	Review: dora_ii_training_03152013.pdf Download *** Please bring a copy of the DORA form to class with you.	Quiz #9 Closes Quiz #10 Opens
W Feb 15 Wednesday	Decision Observation, Recording, & Analysis (DORA) - Coaching	Read: Friend & Cook 2017 Ch 3.pdf Download Sample PS meeting video Please watch this video and bring your completed DORA forms to class. Read: Algozzine Newton Horner Todd & Algozzine 2012.pdf Download	Quiz #10 Closes Quiz #11 Opens
Week 7			
M Feb 20 Monday	Presidents Day		
T Feb 21 Tuesday	Monday Instruction Team Initiated Problem Solving (TIPS) - Norms - Roles	Read: TIPS Policy Brief, Chicago Forum 2015 (see Readings on Learning Suite) Facilitators - Read: TIPS_II_Facilitator Guide.doc Download Minute Takers - Watch: Essential Minute Taker Skills Data Analysts - Watch: Drilling Down Into Problems	Quiz #11 Closes Quiz #12 Opens
W Feb 22 Wednesday	Team Initiated Problem Solving (TIPS) - TIPS Fidelity Checklist (TIPS-FC)	Read: Todd et al (2012) A case study of team-initiated problem solving addressing student behavior in one elementary school.pdf Download Watch: TIPS-FC Instructional Video	Quiz #12 Closes Midterm Exam Opens Quiz #13 Opens
Week 8			
M Feb 27 Monday	Midterm Exam ** No Class. Use the regularly scheduled class time to complete the midterm exam.		Quiz #13 Closes
T Feb 28 Tuesday			Midcourse Evaluation

W Mar 01 Wednesday	GUEST LECTURE Collaborating with General Educators B135 JFSB Neeley 12:20-1:35		DORA 1 Midterm Exam Closes Quiz #14 Opens
Week 9			
M Mar 06 Monday	GUEST LECTURE IEP Parent Panel B135 JFSB 12:20-1:35		Quiz #14 Closes Quiz #15 Opens
W Mar 08 Wednesday	Collaboration with Families - See Others - Diversity - IEP meeting	Complete IRIS Module - Collaborating with Families Read: Your Worst Nightmare.docx Download Watch: Recommendations for Families	Mindset Journal See Others Presentation TIPS Practice 1 Quiz #15 Closes Quiz #16 Opens
Week 10			
M Mar 13 Monday	Collaboration with colleagues - IEP meeting (See others)		DORA 2 Quiz #16 Closes Quiz #17 Opens
W Mar 15 Wednesday	Advocacy		TIPS Practice 2 Quiz #17 Closes
Week 11			
M Mar 20 Monday	GUEST LECTURE IEP Zen Dr. Ben Springer Wasatch Special Education Director 12:20-1:35	Read: IEP.ZEN[1].pdf Download	Quiz #18 Opens
W Mar 22 Wednesday	Collaboration with other Service Providers		Quiz #18 Closes Quiz #19 Opens
Week 12			
M Mar 27 Monday	Professional development - Evidence based PD		DORA 3 (IEP or TA) Quiz #19 Closes Quiz #20 Opens
W Mar 29 Wednesday	GUEST LECTURE Leading Up and Advocacy Dr. Rob Wessman Harvard School of Graduate Studies 12:00-1:15 TBD	Read: SCARF NLJ_SCARFUS.pdf Download	Quiz #20 Closes Quiz #21 Opens

Week 13			
M Apr 03 Monday	Professional development - paraprofessionals	Read: Utah Paraeducator Handbook	Quiz #21 Closes Quiz #22 Opens
W Apr 05 Wednesday	Paraprofessionals - See Others - Teacher Appreciation Day - Apr 5 (Photo @ 12PM)		TIPS Practice 3 Quiz #22 Closes Quiz #23 Opens
Week 14			
M Apr 10 Monday	GUEST LECTURE Collaborating Effectively with School Principals (Q&A) Dr. Pamela Hallam Educational Leadership and Foundations McKay School of Education 12:00-1:15 TBD	Read: Hallam & Hausman 2009 Hallam Trust.pdf Download	Quiz #23 Closes
W Apr 12 Wednesday	Co-teaching		
Week 15			
M Apr 17 Monday	Co-Teaching 2		Final Exam Opens
T Apr 18 Tuesday			Final Exam Closes
W Apr 19 Wednesday	Presentations		Mindset Presentations Personal Mindset Change Paper
F Apr 21 Friday	First Day of Winter Final Exams (04/21/2017 - 04/26/2017)		
Sa Apr 22 Saturday	Final Exam 11:00-2:00 PM		