

## Instructor/TA Info

### Instructor Information

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## Course Information

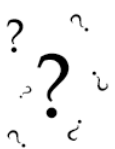
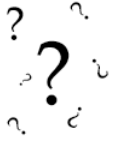
### Description

#### **CPSE 460 - Collaborating with School and Family** **355 MCKB on T TR from 2:30PM - 3:45PM**

The purpose of CPSE 460 is to prepare special education teacher candidates to effectively facilitate collaboration with other professionals, parents, and families to improve learning outcomes for exceptional students. Note that all collaboration should be purposeful, specifically it should improve services and ultimately outcomes for exceptional students. Relationship building is a necessary skill but it is not the end. 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

### Materials

Item	Price (new)	Price (used)
 <u>Outward Mindset - Required</u> by Arbinger Inst	16.95	12.75
 <u>Leadership and Self-Deception 3e - Required</u> 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%

## Grading Policy

All assignments are due at the beginning of class unless otherwise stated in Learning Suite. Assignments that are submitted less than a week late will be worth up to 50% of the points earned. Assignments submitted more than a week late will not be accepted, unless specifically exempted by University policy.

## Participation Policy

Participation counts for approximately 10% of your grade in this course.

Examples of active participation:

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

Non-examples:

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

I prefer to allow students to voluntarily participate in class. So, it is your responsibility to earn your participation points. The bulk of the participation points are awarded for participation at the end of the semester, but you will receive formative feedback on your participation on your quizzes. Each quiz invites you to share a description of your contributions to class during the previous session.

## Assignments

### Assignment Descriptions

#### Problem Solving Teams Quiz

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Jan  
09 Due: Thursday, Jan 09 at 2:30 pm

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

#### Inward Mindset Quiz

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Jan  
14 Due: Tuesday, Jan 14 at 2:30 pm

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

#### Self-Deception Quiz

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Jan  
16 Due: Thursday, Jan 16 at 11:59 pm

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

#### Collusion Quiz

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Jan  
21 Due: Tuesday, Jan 21 at 2:30 pm

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

#### Collusion Cycle

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Jan  
21 Due: Tuesday, Jan 21 at 2:30 pm

### *Launch Activity - Collusion Cycle*

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

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

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

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

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

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

Share your completed situations with a partner. Answer the following questions with a partner about their experiences.

- What drives the collusion cycle in this example?
- What are the behaviors that perpetuate this collusion cycle?
- How does your partner honestly feel right now about changing this collusion cycle today? Are they hopeful or fearful about changing the cycle?

Answer the following questions on LS based on your discussion.

1. Who did you work with to complete this assignment?
2. Where and when did you do the work?
3. What behaviors are most likely to perpetuate a collusion cycle?
4. What do we do to justify our behavior or convince ourselves that we are right about the person or situation?
5. What are ideas did you generate about breaking the cycle?
6. Why is it hard to feel motivated to break a collusion cycle?

**Jan  
21**Due: Tuesday, Jan 21 at 11:59 pm

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**Moral Sense Log**

(Adapted for CPSE 460 from Arbinger)

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

For full points, do the following.

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

**SAM Quiz**

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**Jan  
23**Due: Thursday, Jan 23 at 2:30 pm

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Answer these questions honestly

**Influence pyramid**

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**Jan  
23**Due: Thursday, Jan 23 at 2:30 pm

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Launch Activity Influence Pyramid Assignment W20.docx [Download \(plugins/Upload/fileDownload.php?fileId=b4c6a5b3-67fj-nVp7-SXDt-DN3f87cd905a&pubhash=jKYnuSytB-UpsfSdAhKJB6PVWrdmgfZEsGPppZWuOiqrTDawxdzStfTKK0m6CdEUDGtjcyK68C TdkzjVV2 6Q==\)](#)

**Multiplying Mindset**

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**Jan  
28**Due: Tuesday, Jan 28 at 2:30 pm

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Answer these questions honestly

**Mindset DBL Assignment**

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**Jan  
28**Due: Tuesday, Jan 28 at 2:30 pm

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**IN CLASS ASSIGNMENT**

Go to [dbl.byu.edu](http://dbl.byu.edu)

Login and search for CPSE 460 Mindset Diagnostic Model

Check Code: 1234

Complete Assignment #1

**Personal Mindset Change Proposal**

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**Jan  
30**Due: Thursday, Jan 30 at 2:30 pm

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

Write a proposal for the Personal Mindset Change Paper that will be due toward the end of the semester.

Your proposal can be a bulleted outline (at least two pages) that explains why you think you have an inward mindset toward this person, specifies why this is a problem, and proposes a solution. You need to include enough detail that the proposal can be evaluated.

**Mindset Unit Exam**

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**Jan  
30**Due: Thursday, Jan 30 at 3:30 pm

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

## Interpersonal Skills Quiz

Feb  
04

Due: Tuesday, Feb 04 at 3:30 pm

## Problem Solving Quiz

Feb  
11

Due: Tuesday, Feb 11 at 2:30 pm

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

## Related Services IRIS Module

Feb  
11

Due: Tuesday, Feb 11 at 2:30 pm

Complete the Module and submit your responses to the assessment questions (see below).

1. Describe what related services are and how they help students with disabilities in school environments.
2. Why do you think there is such a wide range of related services and why is this important to students who have disabilities?
3. Once a student is determined to be eligible for special education and related services, what decisions must the multidisciplinary team make about the delivery of the related services? Discuss at least three.
4. In your own words, briefly describe what school social workers or school psychologists do and how they help students with disabilities.
5. Serena is a second grader who has Down syndrome. She has articulation difficulties and balance and gross-motor control issues and is highly distractible in the classroom setting. What related services might be beneficial for this student and why?



## Ellie Case Study

Feb  
13

Due: Thursday, Feb 13 at 2:30 pm

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

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

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

## DORA training Quiz

Feb  
13

Due: Thursday, Feb 13 at 2:30 pm

Answer these questions honestly

## Using the DORA Form

Feb  
20

Due: Thursday, Feb 20 at 2:30 pm

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. Bring it to class or submit your completed form on LS.

## DORA 1

Feb  
21

Due: Friday, Feb 21 at 2:30 pm

### 1. Observe a problem solving meeting

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

Provo Confidentiality Agreement.pdf [Download \(plugins/Upload/fileDownload.php?fileId=a6ce374b-dAcY-5LG5-P4To-nEb49df0f0fe&pubhash=WAIpZI3-iYt3tBZ8Rwjf4BExwYJY-Yy9Hoa2t\\_ozzfsftrZTW51BeE8sChc4KsNOQ4EBYwKW9hE7MZi06TopA==\)](#)

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

**3. Complete the DORA form during your observation** DORA Observation Form.pdf [Download \(plugins/Upload/fileDownload.php?fileId=2762af14-hDjR-jaZ7-nl6D-kTc6de107190&pubhash=07UTbAnz2JiUd848TJ2krzarYycVdlL7BniLBUKPKP5Cvu5IVKooHn-BmUy0eLHpKYhkQssBqCsqFbsRIWI9gA==\)](#)

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

## TIPS Procedures Quiz

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Feb

25

Due: Tuesday, Feb 25 at 2:30 pm

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Answer these two questions honestly

## TIPS Practice 1

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Feb

25

Due: Tuesday, Feb 25 at 2:30 pm

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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 \(plugins/Upload/fileDownload.php?fileId=d4d01df2-DTDm-wWha-5cpp-gUf106815e6c&pubhash=xWPQWeLxJth0M5eTUTASsvhzolE6f5schDJ1RGZ0fcojKu0gzGeQ0wfwlCq7JTBI6v0CfTwZS2Asm4ZJdS4GhQ==\)](#)

Precision statement - 5 points

Implementation plan - 5 points

Data Use - 5 points

Roles & Procedures - 5 points

Clarity & Writing - 5 points

## TIPS Practice 2

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Feb

27

Due: Thursday, Feb 27 at 2:30 pm

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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.

## Problem Solving Unit Exam

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Feb

27

Due: Thursday, Feb 27 at 3:20 pm

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

## Midcourse Evaluation

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Feb

29

Due: Saturday, Feb 29 at 11:59 pm

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

## Collaborating w/ Families 1

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Mar

03

Due: Tuesday, Mar 03 at 2:30 pm

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Answer these questions honestly

## Funds of Knowledge

Mar

05

Due: Thursday, Mar 05 at 2:30 pm

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Answer these questions honestly

### IEP Facilitation Quiz

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Mar

10

Due: Tuesday, Mar 10 at 2:30 pm

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Answer these questions honestly

### Personal Mindset Change Paper

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Mar

10

Due: Tuesday, Mar 10 at 11:59 pm

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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

### Co-teaching Quiz

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Mar

12

Due: Thursday, Mar 12 at 2:30 pm

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Answer these questions honestly

### Questions for Dr. Kim Jones

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Mar

24

Due: Tuesday, Mar 24 at 2:30 pm

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

As a school and district administrator, Dr. Jones has experience hiring teachers, organizing an MTSS system at a school, participating on an IEP meeting as the LEA representative, and collaborating with other service providers to improve services to students with disabilities. Consider those ideas when you start working on your questions.

### IEP ZEN

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Mar

24

Due: Tuesday, Mar 24 at 2:30 pm

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Please complete this quiz after you have completed the IEP Zen materials through Totem PD.

### Questions for Mr. Nate Marsden

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Mar

31

Due: Tuesday, Mar 31 at 3:30 pm

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

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

### Para Rules and Responsibilities

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Apr

09

Due: Thursday, Apr 09 at 2:30 pm

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1. Submit a role description for paraprofessional, other staff, peer tutor, parents or other volunteers.

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

### Collaboration Presentation

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Apr

09

Due: Thursday, Apr 09 at 11:59 pm



1) Form a group of three people. Identify your group and the topic you've selected [here](https://docs.google.com/spreadsheets/d/1FJuoSYqV4h6y_rDzpfw813JcBEIZIM35UFz5KD8yKo/edit?usp=sharing) ([https://docs.google.com/spreadsheets/d/1FJuoSYqV4h6y\\_rDzpfw813JcBEIZIM35UFz5KD8yKo/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1FJuoSYqV4h6y_rDzpfw813JcBEIZIM35UFz5KD8yKo/edit?usp=sharing))

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

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

3) Prepare a 10 min presentation with information about the needs, objectives, and challenges of this group and provide 3-5 high-leverage practices or empirically-supported strategies for problem solving, communicating, and/or supporting your selected colleague/stakeholder in improving services for students at risk. Make sure your presentation uses the principles of EBP.

## DORA 2

Apr  
10

Due: Friday, Apr 10 at 2:30 pm

### 1. Observe a problem solving meeting

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

Provo Confidentiality Agreement.pdf [Download \(plugins/Upload/fileDownload.php?fileId=a6ce374b-dAcY-5LG5-P4To-nEb49df0f0fe&pubhash=WAIpZI3-iYt3tBZ8Rwjf4BEExwYJY-Yy9Hoa2t\\_ozzfsftrZTW51BeE8sChc4KsNOQ4EBYwKW9hE7MZi06TopA==\)](#)

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

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

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

## DORA 3

Apr  
10

Due: Friday, Apr 10 at 2:30 pm

### 1. Observe a problem solving meeting

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

Provo Confidentiality Agreement.pdf [Download \(plugins/Upload/fileDownload.php?fileId=a6ce374b-dAcY-5LG5-P4To-nEb49df0f0fe&pubhash=WAIpZI3-iYt3tBZ8Rwjf4BEExwYJY-Yy9Hoa2t\\_ozzfsftrZTW51BeE8sChc4KsNOQ4EBYwKW9hE7MZi06TopA==\)](#)

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

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

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

## Class Participation

Apr  
14

Due: Tuesday, Apr 14 at 11:59 pm

Examples of active participation:

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

Non-examples:

- staring at your computer/phone during lecture/discussions
- speaking without being recognized
- making off-topic comments during group discussions
- unjustified fault finding or negativity

•making fun or otherwise berating something said by another person  
Formative feedback on your daily quizzes

## High Leverage Practices Paper

Apr  
15

Due: Wednesday, Apr 15 at 11:59 pm

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

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

## Final Exam

Apr  
22

Due: Wednesday, Apr 22 at 11:59 pm

Final Exam

### Point Breakdown

Categories	Percent of Grade
Quizzes	12.04%
Launch Activities	16.2%
Exams	39.35%
Practicum-related Assignments	3.47%
Collaborate with Stakeholders	17.36%
Participation	11.57%
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

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university 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 all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint 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 Misconduct, including the university's Victim 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 Misconduct 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 Employment Office at 801-422-5895, D-285 ASB for help.

## Schedule

Date	Topics & Standards	Readings & Assignments
Week 1		

Th Jan 02 Thursday		
Week 2		
T Jan 07 Tuesday	<p>Introduction to course</p> <ul style="list-style-type: none"> <li>• Learning Outcomes</li> <li>• <a href="#">High-Leverage Practices</a></li> <li>• <a href="#">Utah Effective Teaching Standards</a></li> <li>• <a href="#">CEC Initial Preparation Standards</a></li> </ul>	<p><a href="#">Prayer &amp; Spiritual Thought Sign-up</a></p> <p><b>Problem Solving Teams Quiz Opens</b></p>
Th Jan 09 Thursday	<p><b>Collaboration HLP 1 - Collaborate with professionals to increase student success.</b></p> <p>The history and context of collaboration within schools</p> <p>What is collaboration? Taskwork vs teamwork?</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Rosenfield, S., Newell, M., Zwolski Jr., S., &amp; Benishek, L. E. (2018). Evaluating problem-solving teams in K-12 schools: Do they work? <i>American Psychologist</i>, 73(4), 407-419. doi: <a href="https://doi.org/10.1037/amp0000254">10.1037/amp0000254</a></li> </ul> <p><b>Problem Solving Teams Quiz Closes</b></p> <p><b>Inward Mindset Quiz Opens</b></p>
Week 3		
T Jan 14 Tuesday	<p>Mindset - Outward vs. Inward Mindset</p> <p>Identify a time when you had an inward mindset</p> <p>Identify a time when you thought someone else had an outward mindset</p>	<p><b>Read:</b> The Outward Mindset Pt I</p> <p><b>Inward Mindset Quiz Closes</b></p> <p><b>Self-Deception Quiz Opens</b></p>
Th Jan 16 Thursday	<p><b>NO CLASS MEETING - DOPL Board</b></p> <p>Mindset - Self-Deception</p> <p>Mindset - Outward vs Inward Mindset</p> <ul style="list-style-type: none"> <li>• "Outwardly Nice" Inward Mindset</li> </ul> <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><b>Collusion Quiz Opens</b></p> <p><b>Read:</b> The Outward Mindset Pt II</p> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Jim Ferrell - Resolving the Heart of Conflict</a></li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Chapter 1-13 <i>Leadership and Self-Deception</i></li> </ul> <p><b>Self-Deception Quiz Closes</b></p>
Week 4		
M Jan 20 Monday	<b>Martin Luther King Jr Day</b>	
T Jan 21 Tuesday	<p><i>Launch Activity - Collusion (see assignment description)</i></p> <p>Mindset - Carry Boxes</p> <p>Why did Kate say, "We end up carrying these self-justifying images with us into new situations, and to the extent that we do, we enter new situations already in the box." p. 88</p> <p>Carry Boxes Examples Only.pdf <a href="#">Download</a></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><b>Read:</b> Chapters 14-20 <i>Leadership &amp; Self-Deception</i></p> <p><b>Collusion Quiz Closes</b></p> <p><b>SAM Quiz Opens</b></p> <p><b>Collusion Cycle</b></p> <p><b>Moral Sense Log</b></p>

Th Jan 23 Thursday	<p><i>Launch Activity - Influence Pyramid (see assignment description)</i></p> <p>Mindset - Influence Pyramid</p> <p>Mindset - S.A.M.</p> <ul style="list-style-type: none"> <li>• What does it mean to "lead with mindset" and how is this related to the most important move?</li> <li>• How does the concept of an Outward Mindset scale from an individual to organizational level? Is this related to shrinking distinctions?</li> <li>• What can I do to "See Others" at school?</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• The Outward Mindset Pt III</li> <li>• <i>Leadership &amp; Self-Deception</i> Chapters 21-24</li> <li>• <u>Anatomy of Peace</u> Chapters 2, 22-24</li> </ul> <p><b>Influence pyramid</b>  <b>SAM Quiz Closes</b>  <b>Multiplying Mindset Opens</b></p>
Week 5		
T Jan 28 Tuesday	<p>Mindset - Multiplying Mindset</p> <p>Mindset DBL Model</p>	<p><b>Read:</b> The Outward Mindset Pt IV</p> <p><b>Mindset DBL Assignment</b>  <b>Multiplying Mindset Closes</b></p>
Th Jan 30 Thursday	<b>Mindset Unit Exam</b>	<p><b>Mindset Unit Exam</b>  <b>Personal Mindset Change Proposal</b>  <b>Interpersonal Skills Quiz Opens</b></p>
Week 6		
T Feb 04 Tuesday	<p><b>Devotional: Bonnie H. Cordon, Young Women General President</b></p> <p>Interpersonal Skills</p>	<p><b>Read:</b> Feedback Friend &amp; Cook 2017 Ch 3.pdf <a href="#">Download</a></p> <p><b>Problem Solving Quiz Opens</b>  <b>Interpersonal Skills Quiz Closes</b></p>
Th Feb 06 Thursday	<b>CEC Convention - No class</b>	Complete the <a href="#">Related Services: Common Supports for Students with Disabilities</a> module
Week 7		
T Feb 11 Tuesday	<p><b>Collaboration HLP 2 - Organize and facilitate effective meetings with professionals and families.</b></p> <p>Problem solving - Process</p> <ul style="list-style-type: none"> <li>• Identify and describe the seven components of the problem solving model</li> <li>• Discriminate between implementation planning, treatment integrity, and summative evaluation</li> <li>• Practice identifying problems with precision</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Todd et al (2012) A case study of team-initiated problem solving addressing student behavior in one elementary school.pdf <a href="#">Download</a></li> </ul> <p><b>Problem Solving Quiz Closes</b>  <b>DORA training Quiz Opens</b>  <b>Related Services IRIS Module</b>  <b>Ellie Case Study Opens</b></p>
Th Feb 13 Thursday	<p>Introduction to the Decision Observation, Recording, &amp; Analysis (DORA) form</p> <p>- Using the form to observe team-based problem solving</p> <p>- Where are each of the components of the problem solving process represented in the DORA form?</p>	<p><b>Review:</b> dora_ii_training_03152013.pdf <a href="#">Download</a></p> <p>DORA Observation Form.pdf <a href="#">Download</a></p> <p>*** Please bring two copies of the DORA form to class with you.</p> <p><a href="#">Sample PS meeting video</a></p> <p><b>Ellie Case Study Closes</b>  <b>DORA training Quiz Closes</b></p>
Week 8		
T Feb 18 Tuesday	<b>Monday Instruction</b>	
Th Feb 20 Thursday	<p>Team-Initiated Problem Solving (TIPS)</p> <ul style="list-style-type: none"> <li>• Principles of Effective Collaboration</li> <li>• Norms</li> <li>• Agendas</li> <li>• Roles</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Top 5 Tips for Teams</a></li> <li>• Algozzine Newton Horner Todd &amp; Algozzine 2012.pdf <a href="#">Download</a></li> </ul> <p><b>Review:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">TIPS Minute Meeting Form</a></li> </ul> <p><b>TIPS Procedures Quiz Opens</b>  <b>Using the DORA Form</b></p>
F Feb 21 Friday		<b>DORA 1</b>

Week 9		
T Feb 25 Tuesday	<p><b>Forum: Marcus Roberts, Jazz Pianist</b></p> <p>TIPS Practice I - This is an in-class assignment. We allocate approximately 20 min during class to work on this assignment.</p>	<p><b>TIPS Practice 1</b></p> <p><b>Read:</b> Your Worst Nightmare.docx <a href="#">Download</a></p> <p><b>TIPS Procedures Quiz Closes</b></p>
Th Feb 27 Thursday	<p><b>Problem Solving Unit Exam</b></p> <p>TIPS II Activity</p>	<p><b>TIPS Practice 2</b></p> <p><b>Read:</b> <a href="#">Contextual Fit ASPE Brief</a></p> <p>Brittany Huang Case Study.doc <a href="#">Download</a></p> <p>Brittany ABC.pdf <a href="#">Download</a></p> <p>Brittany Huang IEP.doc <a href="#">Download</a></p> <p><b>Collaborating w/ Families 1 Opens</b></p> <p><b>Problem Solving Unit Exam</b></p>
Sa Feb 29 Saturday		<b>Midcourse Evaluation</b>
Week 10		
T Mar 03 Tuesday	<p>Collaboration with Families</p> <ul style="list-style-type: none"> <li>- See Others</li> <li>- Diversity</li> </ul> <p><i>Hint: Respond to the assessment questions at the end of the module</i></p>	<p>Complete IRIS Module - <a href="#">Collaborating with Families</a></p> <p><b>Watch:</b> <a href="#">Recommendations for Families</a></p> <p>FQOL Scoring Sheet.xlsx <a href="#">Download</a></p> <p><b>Collaborating w/ Families 1 Closes</b></p> <p><b>Funds of Knowledge Opens</b></p>
Th Mar 05 Thursday	<p>Communicating with Families</p> <ul style="list-style-type: none"> <li>- What are funds of knowledge? How does this influence our ability to "See Families"?</li> <li>- What are the interpersonal skills that we can develop to improve our capacity to build relationships with parents and students?</li> </ul>	<p><b>Read:</b> <a href="#">Funds of Knowledge</a> pp. 29-44, 119-130 - (Chapters 2 &amp; 6)</p> <p>Parent-Family Engagement Checklist.pdf <a href="#">Download</a></p> <p><b>Funds of Knowledge Closes</b></p> <p><b>IEP Facilitation Quiz Opens</b></p>
Week 11		
T Mar 10 Tuesday	<p>Developing Individualized Education Plans (IEPs)</p> <ul style="list-style-type: none"> <li>• What strategies should special educators employ to strengthen pre-IEP meeting drafts of the IEP?</li> <li>• When editing for "flow" what is the best way to order the sections of the IEP?</li> <li>• What are the strategies special educators should use before, during, and after the IEP meeting to fully engage parents and students?</li> </ul>	<p><b>Personal Mindset Change Paper</b></p> <p><b>IEP Facilitation Quiz Closes</b></p> <p><b>Co-teaching Quiz Opens</b></p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Patti, A. L. (2016). Back to the Basics: Practical Tips for IEP Writing. <i>Intervention in School and Clinic</i>, 51(3), 151-156. <a href="https://doi.org/10.1177/1053451215585805">https://doi.org/10.1177/1053451215585805</a></li> <li>• Cavendish, W., Connor, D. J., &amp; Rediker, E. (2017). Engaging Students and Parents in Transition-Focused Individualized Education Programs. <i>Intervention in School and Clinic</i>, 52(4), 228-235. <a href="https://doi.org/10.1177/1053451216659469">https://doi.org/10.1177/1053451216659469</a></li> </ul> <p>Complete Brittany Huang IEP2013.pdf <a href="#">Download</a></p>
Th Mar 12 Thursday	<p>Co-teaching</p> <ul style="list-style-type: none"> <li>• Current Research - is co-teaching effective? (Solis)</li> <li>• Models - what co-teaching models are commonly used? (Website)</li> <li>• Regular Education Initiative vs Inclusion (Fuchs)</li> </ul> <p>Join Zoom Meeting <a href="https://byu.zoom.us/j/756053687">https://byu.zoom.us/j/756053687</a></p>	<p><b>Review:</b> <a href="#">Co-Teaching: A Model for Classroom Management</a></p> <p><b>HLP 1 - Collaborate with Teachers</b></p> <p><b>Read:</b> Solis, M., Vaughn, S., Swanson, E. and McCulley, L. (2012), Collaborative models of instruction: The empirical foundations of inclusion and co-teaching. <i>Psychol. Schs.</i>, 49: 498-510. <a href="https://doi.org/10.1002/pits.21606">doi:10.1002/pits.21606</a></p> <p>Fuchs &amp; Fuchs (1994). Inclusive schools movement and the radicalization of special education reform. <i>Exceptional Children</i>, 60(4), 294-309 <a href="https://doi.org/10.1177/001440299406000402">https://doi.org/10.1177/001440299406000402</a></p> <p><b>Co-teaching Quiz Closes</b></p>
Week 12		

T Mar 17 Tuesday	<p><b>Devotional: Jack N. Gerard, General Authority Seventy</b></p> <p>Working with Peer Tutors Systems of Support</p> <ol style="list-style-type: none"> <li>1. What is a culture of collaboration?</li> <li>2. What can we learn about having time to collaborate?</li> <li>3. What is important about vision when implementing RTI?</li> </ol>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• PeerTutorGuidelines.pdf <a href="#">Download</a></li> </ul>
W Mar 18 Wednesday		<b>IEP ZEN Opens</b>
Th Mar 19 Thursday	<p>GUEST LECTURE CANCELED</p> <p>IEP Zen Dr. Ben Springer Wasatch Special Education Director</p>	<p><b>Read:</b> IEP.ZEN.BYU.pdf <a href="#">Download</a></p> <p><b>Questions for Dr. Kim Jones Opens</b></p>
Week 13		
T Mar 24 Tuesday	<p>GUEST LECTURE</p> <p>Collaborating Effectively with School Principals (Q&amp;A)</p> <p>Dr. Kim Jones Alpine School District</p>	<p><b>Read:</b> <a href="#">Jones (2017). The Relationship Between Teachers' Perceptions of Response to Intervention (RTI) Implementation Factors and Self-Reported RTI Implementation Efforts</a> p. 21-30, 41-47 ONLY</p> <p><b><a href="#">Collaboration of General and Special Education Teachers: Perspectives and Strategies</a></b></p> <p><b>IEP ZEN Closes</b> <b>Questions for Dr. Kim Jones Closes</b></p>
Th Mar 26 Thursday	<p><b>Instructor Ratings Open</b></p> <p>Evidence-based Professional Development</p>	<p><b>Read:</b> Guskey2002 Professional Development and Teacher Change.pdf <a href="#">Download</a></p> <p><b>Questions for Mr. Nate Marsden Opens</b></p>
Week 14		
T Mar 31 Tuesday	<p>GUEST LECTURE</p> <p>Advocacy Nate Marsden Utah CEC</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">A Nation at Risk</a> (only the A Nation at Risk &amp; Findings sections)</li> <li>• <a href="#">Utah Teacher Turnover</a></li> <li>• <a href="#">UEA 2020 Legislative Summary</a>.</li> </ul> <p><b>Questions for Mr. Nate Marsden Closes</b></p>
Th Apr 02 Thursday	<p>Paraeducators</p> <ul style="list-style-type: none"> <li>- See Others</li> <li>- Defining roles &amp; responsibilities</li> </ul>	<p><b>Read:</b> Utah Paraeducator Handbook p. 15-32, 45-54</p> <p><b>Read:</b> Chapter 2: Assigning Roles &amp; Responsibilities in Morgan, J. &amp; Ashbaker, B. Y. (2001). A teacher's guide to working with Paraeducators and Other Classroom Aides. ASCD: Alexandria, VA. <a href="#">Course Reserve</a></p>
Week 15		
T Apr 07 Tuesday	<p>Paraeducators II</p> <ul style="list-style-type: none"> <li>- training paraeducators, peer tutors, &amp; parent volunteers</li> </ul>	<p><b>Read:</b> Ashbaker2012.pdf <a href="#">Download</a></p>
Th Apr 09 Thursday	Class Presentations	<b>Collaboration Presentation Para Rules and Responsibilities</b>
F Apr 10 Friday		<b>DORA 2 DORA 3</b>
Su Apr 12 Sunday		
Week 16		

T Apr 14 Tuesday	Class Presentations Final Exam Review Course Debrief	<b>Class Participation</b>
W Apr 15 Wednesday	Final Exam: 331 MCKB 7:00am - 10:00am	<b>Final Exam Opens High Leverage Practices Paper</b>
Th Apr 16 Thursday	<b>Winter Exam Preparation (04/16/2020 - 04/16/2020)</b>	
F Apr 17 Friday	<b>First Day of Winter Final Exams (04/17/2020 - 04/22/2020)</b>	
Week 17		
W Apr 22 Wednesday		<b>Final Exam Closes</b>