

COURSE SYLLABUS
Lewis & Clark College
Graduate School of Education and Counseling
Dept of Counseling, Therapy, and School Psychology

COURSE INFORMATION

Course: MHC-560-01
Title: *Critical Disability Perspectives in Counseling (2 cr)*
Room: York 107
Day/Time: Fridays (Nov 10, 17, Dec 1, 8)
Term: Fall 2023

INSTRUCTOR

Dr. Rafe McCullough, Ph.D., LPC, LMHC, NCC
Office: Rogers 309
Office hours: Please feel free to reach out anytime and make an appointment
Phone: (503) 768-6144
Email: rafemccullough@lclark.edu

COURSE MATERIALS

Required Texts and/or Readings:

From LC Library or Online:

- Andrews, E. E., Forber-Pratt, A. J., Mona, L. R., Lund, E. M., Pilarski, C. R., & Balter, R. (2019). #SaytheWord: A disability culture commentary on the erasure of “disability”. *Rehabilitation psychology* 64(2), 111-118.
<https://doi.org/10.1037/rep0000258>
- Bailey, M., & Mobley, I. A. (2019). Work in the intersections: A Black feminist disability framework. *Gender & Society*, 33(1), 19-40. <https://doi.org/10.1177/0891243218801523>
- Baril, A. (2015). Transness as debility: Rethinking intersections between trans and disabled embodiments. *Feminist Review*, 111(1), 59-74. <https://doi.org/10.1057/fr.2015.21>
- Baynton, D. (2017). Disability and the justification of inequality in American history. In Davis, L. J. (Ed.), *The disability studies reader (5th ed., pp. 17-34)*. Routledge.
- Chapin, M., McCarthy, H., Shaw, L., Bradham-Cousar, M., Chapman, R., Nosek, M., Peterson, S., Yilmaz, Z., & Ysasi, N. (2018). *Disability-related counseling competencies*. Alexandria, VA: American Rehabilitation Counseling Association, a division of ACA.
- Davis, L. J. (2017). Introduction: Normality, power, and culture. In Davis, L. J. (Ed.), *The disability studies reader (5th ed., pp. 1-14)*. Routledge.
- Forber-Pratt, A. J., Minotti, B. J., Burdick, C. E., Kate Brown, M., & Hanebutt, R. A. (2021). Exploring disability identity with adolescents. *Rehabilitation Psychology*.
<https://doi.org/10.1037/rep0000411>
- Kim, E. (2011). Asexuality in disability narratives. *Sexualities*, 14(4), 479-493.
<https://doi.org/10.1177/1363460711406463>

- Lund, E. M., Forber-Pratt, A. J., & Andrews, E. E. (2020). Combating old ideas and building identity: Sexual identity development in people with disabilities. In *The Routledge Handbook of Disability and Sexuality* (pp. 97-105). Routledge.
- Mingus, M. (2018). Moving toward the ugly: A politic beyond desirability. In Davis, L. J. (Ed.), *Beginning with disability: A primer* (pp. 137-141). Routledge.
- Nario-Redmond, M. R., Kemerling, A. A., & Silverman, A. (2019). Hostile, benevolent, and ambivalent ableism: Contemporary manifestations. *Journal of Social Issues*, 75(3), 726-756. <https://doi.org/10.1111/josi.12337>
- Olkin, R. (2007). Disability-affirmative therapy and case formulation: A template for understanding disability in a clinical context. *Counseling and Human Development*, 39(8), 1.
- *Palacios, M. (2017). Ableism: A poem. In Nario-Redmond, M. R. (Ed.). *Ableism: The causes and consequences of disability prejudice*. John Wiley & Sons.---***we will read in class**
- Rainey, S. S. (2017). Disidentification and ingenuity in the sex lives of disabled men. In *Disability and masculinities* (pp. 213-231). Palgrave Macmillan, London.
- Schalk, S. (2021). Black disability gone viral: A critical race approach to inspiration porn. *CLA Journal*, 64(1), 100-120. <https://doi.org/10.1353/caj.2021.0007>
- Silverman, A. & Nario-Redmond, M. R. (2020). Contending with ableism from internalized ableism to collective action. *Ableism: The Causes and Consequences of Disability Prejudice*, 220-265. Wiley & Sons.
- Weaver, H. N. (2015). Disability through a Native American lens: Examining influences of culture and colonization. *Journal of social work in disability & rehabilitation*, 14(3-4), 148-162. <http://dx.doi.org/10.1080/1536710X.2015.1068256>

***Recommended Reading**

- Day-Vines, N. L., Wood, S. M., Grothaus, T., Craigen, L., Holman, A., Dotson-Blake, K., & Douglass, M. J. (2007). Broaching the subjects of race, ethnicity, and culture during the counseling process. *Journal of Counseling & Development*, 85(4), 401-409. <https://doi.org/10.1002/j.1556-6678.2007.tb00608.x>
- Lee, E., Greenblatt, A., Hu, R., Johnstone, M., & Kourgiantakis, T. (2022). Developing a model of broaching and bridging in cross-cultural psychotherapy: Toward fostering epistemic and social justice. *American Journal of Orthopsychiatry*.

COURSE DESCRIPTION

This course provides burgeoning counselors an opportunity to develop awareness of social, cultural, and political histories of disability, and to develop a nuanced understanding of the meanings and consequences of how disability is defined, constructed, and represented in society. Students will engage in reflection about their own, as well as broader societal implications of ableism and hegemonic narratives of disability that harm disabled individuals. This course utilizes an historical, intersectional lens to help students recognize and understand disabled people as a fundamental part of human diversity, and will explore how disability and counselor effectiveness when addressing disability and disability identity impacts the counseling process. Students will practice skills and strategies for effective and affirmative counseling with clients with disabilities.

COURSE OBJECTIVES

At the conclusion of this course, students will:

- Increase awareness of societal, cultural, political, historical, and ideological issues around disability and the impacts to individuals with disabilities of varying intersectional identities (e.g. race, ethnicity, class, culture, gender, sexual/affectional orientation, etc.).
- Develop an understanding of disability rights movement and legislation that impact individuals with disabilities.
- Understand how disability intersects with other systems of power and oppression.
- Develop basic understanding of the eugenics movement and its enduring impact, origins of society's concept of normalcy and the prevalence of hegemonic narratives of disability, and recognize how they perpetuate harm toward disabled individuals..
- Examine ableism and the roles of stigma and “passing”, discrimination, and marginalization and their impact on disabled clients’ development and wellness.
- Understand various frameworks (models) for analyzing disability.
- Develop an awareness of the importance of disability identity development on clients’ mental health.
- Identify and utilize counter narratives to promote development of positive identity for clients with disabilities.
- Demonstrate understanding of nuances of identity-first and person-first language, and use of respectful language relative to individuals with disabilities.
- Develop critical cultural consciousness and skill set to directly address/broach aspects of disability and disability identity, and to better provide appropriate advocacy and counseling services to individuals with disabilities.

COURSE INSTRUCTIONAL METHODS

This course employs a range of instructional methods to promote high-quality learning. Methods may include the use of (a) small-group and whole-class discussion; (b) interactive problem solving; (c) collaborative and individual reflection and decision making; (d) analysis of scholarly literature, educational resources, community resources, and multimedia material; (e) role-plays and/or simulations.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Assignments:

Assignments	Points Possible	Due
<p>Disability Reflection Paper (This is not an APA paper) Reflect on your childhood/adolescent and early adult memories about disability and write a 4-5 page paper following the prompts below. Writing must be graduate level, and free of spelling, grammatical and punctuation errors.</p> <p>Please include the following:</p> <ul style="list-style-type: none"> a) Assumptions and beliefs you had about people with disabilities as a child, adolescent, and/or young adult b) Your thoughts, feelings, reactions to one of the first times you encountered someone with a disability (<i>if you have a disability, you may write about that, but write also your experience of another's disability</i>) c) Description of how disabled people were treated/regarded by others in your presence (<i>include specific examples of things you witnessed</i>) <p>Also include:</p> <ul style="list-style-type: none"> i. Discussion of how adults and peers around you <u>talked about</u> disabled people (<i>include specific names & labels you heard</i>) ii. Description of how adults and peers in your life <u>behaved toward</u> disabled people (<i>share a memory if you can</i>) <ul style="list-style-type: none"> d) Analysis of how you think these experiences/memories informed your current thoughts, views, feelings, and actions toward disabled people (give examples) e) Aside from specialized knowledge (e.g. knowledge of specific disabilities, or medical or legal aspects) discussion of a few of your current areas for growth related to working with disabled individuals (be specific) <p>Grading: Your grade will be primarily based on your adherence to the assignment guidelines (below), and on your ability to synthesize your thoughts, feelings, reactions, and experiences to form a clearer understanding of how your own views/beliefs/biases have formed and developed about disabled people.</p>	25	11/10
<p>Case Conceptualization & Role Play Irving Zola, a disabled scholar, wrote with beautiful clarity that oppression involves not only the “loss of voice”, but also of “the tools to find it” (1994).</p> <p>For this assignment, you will write a brief case conceptualization from a case study you will be given to map out how you might intervene with a disabled client experiencing depression. In the second part of the assignment, you will</p>	40	11/26

demonstrate some of these interventions in a recorded role play with a classmate. Details are below:

Part I

You will write a 1-2-page, single-spaced, mini-case conceptualization based on a case study (Moe) you are given in class. The *Silverman & Nario-Redmond (2020)* article, as well as other class material (*Chapin et al., 2018*) can help you formulate some of your ideas. In this case conceptualization, include the following information:

- a) What are some of the past or current situations that may shape Moe's experience of her presenting issues?
- b) What role might ableism and internalized ableism play in Moe's presenting issues?
- c) What other identity factors might you address with Moe and why?
- d) What are some of Moe's strengths and resources?
- e) Based on what you have written, what are some possible interventions you might try with Moe? (this can be bullet points)

Part II

Using the case study provided, arrange for a class partner to role-play the client for your simulated counseling session. During the role-play, you will demonstrate a few of the interventions that you wrote about. For creative and spontaneous purposes, you can also include interventions that you came up with on the spot, based on what surfaced in the mock session. You will need to broach the client's disability in the process. For those unfamiliar with broaching practice, check out the articles in the "Recommended Reading" section at the beginning of the syllabus. We will also discuss this in class. The session will be recorded, viewed together with your instructor for feedback, and self-evaluated by you. The recorded session can be a virtual or in-person session.

Your session can be as long as you need it to be, but you will only show a **15-minute** snapshot of the session to your instructor. You can choose what segment you want feedback on. It could be a segment that went well, or one where you felt stuck, or one somewhere in between, depending on what type of feedback you need. You will not be graded on the outcome, but on your willingness to take risks. Calendly links will be provided for you to sign up for a session.

Turn In:

You will turn in the **1-2 page** mini case conceptualization on Moodle. All feedback will be given verbally in your one-on-one session with your instructor.

Grading:

Grading will be solely based on: (a) your willingness to try new behaviors in addressing aspects of internalized ableism with a client, and (b) your willingness to take risks to broach disability as needed (or any other aspects of the client's

<p>identity that may be relevant to your conversation), and (c) your ability to evaluate your session afterwards.</p> <p>I will not be evaluating your therapeutic skill execution specifically, though I may comment on the presence of these skills in your feedback. I want to stress that <u>taking risks</u>, rather than <u>perfection</u> in execution is what you are being evaluated on.</p>		
<p>Disability Counternarrative</p> <p>Counternarratives challenge ideologies, discourse, and stories that disempower individuals whose real stories and experiences are not often told. A dominant or hegemonic narrative is an explanation or story that is told about a minoritized group to reinforce the dominant group's interests and ideologies. Disability counternarratives serve to challenge and deconstruct dominant discourse around disability. Counternarrative stories help to contradict ableist characterizations and reframe the experiences of disabled people.</p> <p>The assignment is an exercise in perspective taking. For this assignment, you will choose one disability to write a short, illustrated counternarrative story, graphic novel, zine, etc., and include an accompanying "paper-ish" that provides some background on the hegemonic disability narratives you are trying to counter in your story. Included in your counternarrative, you will have a positionality statement. An outline and further guidelines are provided below.</p> <p><u>Part I: Paper-ish</u></p> <p>Use the following prompts to briefly clarify what you set out to do in your counternarrative. This should be no more than 2-3 pages, and feel free to use bullet points instead of a true paper if you like. Cite (APA) any sources if you use a source or someone else's thoughts or ideas.</p> <ol style="list-style-type: none"> Discuss the dominant narratives about the disability that you chose to write your counternarrative about? Where do these dominant narratives come from, and how do they show up? Explain how these narratives perpetuate ableism and harm disabled people. Explain briefly what a counternarrative is. Describe in detail how your story is a counternarrative. What does your counternarrative story tell us about people with this particular disability that the dominant stories do not. <p><i>*All resources used must come from sources that are disability affirming. For instance, you may not use resources that "otherize", "medicalize", or "dehumanize" people with disabilities unless it's used as a non-example.</i></p> <p><u>Part II: Counternarrative Story</u></p> <p>For this part of the assignment, create a story (PDF format) that troubles dominant narratives for a specific disability. There is no page limit here. Avoiding stereotypes or disability tropes, your goal is to depict a disability story</p>	<p>35</p>	<p>12/8</p>

<p>in a way that does not conceive of disability primarily as loss, tragedy, and trauma, but rather more as difference, or even just a neutral experience (Schalk, 2021). Characters should be depicted as authentic and believable. For instance, disabled people may have good and bad days regarding their experience of disability. The story can be told from a 1st or 3rd person perspective (whichever helps you embody a perspective-taking approach best). This can look anyway you like. Let your creativity flow. Use some graphics to illustrate your story. The graphics should be integral to the story and should play a role in helping you visually depict your narrative. Examples provided in class if needed. You will not be graded on your artistic ability.</p> <p>*Be sure you don't inadvertently reinforce racism, ableism, heterosexism, etc., or a dominant disability narrative within your story.</p> <p><u>Positionality Statement</u></p> <p>You must also include an author biographical positionality statement in the back on the story/graphic novel. Write a short, one paragraph statement detailing some of your social identity locations (i.e. ability/disability, gender identity, race/ethnicity, class, sexual orientation, country of origin, religion, etc.) that impact your worldview as they pertain to this story. Readers of your story should understand the social locations you occupy and how they may impact your perspective in writing this story. Your positionality statement should briefly answer: who are you to this story, and what do you hope will come out of the writing of it.</p> <p>Turn in 2 things on Moodle:</p> <ol style="list-style-type: none"> 1) PDF of your Disability Story & positionality statement (same PDF please) 2) Accompanying paper-ish document 		
---	--	--

Grading:

94-100	A	80-83	B-	67-69	D+
90-93	A-	77-79	C+	64-66	D
87-89	B+	74-76	C	60-63	D-
84-86	B	70-73	C-	0-59	F

Course Expectations:

Assignments: All assignments are due by 11:59 pm on the due date. Late assignments will generally not be accepted. Assignments will lose 5% of the points for each day late unless an extension is approved in advance, or a disability accommodation plan is already in place. All assignments must be successfully completed to pass the class. All written work is to be typed, double spaced, and adhere to APA style 7th edition guidelines unless otherwise stated.

Attendance: Class attendance is expected and required as stated in the student handbook. Any excused, missed class time will be made up by completing extra assignments/activities designed by the instructor. Missing more than 10% of class time may result in failure to complete the class. This would be 4.5 hours of a 45-hour class (3 credits), 3 hours for a 30-hour class (2 credits) or 1.5 hours for a 15-hour class (1 credit.).

Readings and Discussion: All assigned readings are to be completed prior to the beginning of class. There are many ways you can work to make this class fun and engaging. This class is often discussion-based, so please do all the reading to the best of your ability. I want you to interact with the texts and come with informed opinions, so perhaps highlight, and take some notes, and find connections with your personal experiences and others'. Fun and engaging discussions also depend on your willingness to take risks, which will help cultivate a climate of openness and intellectual humility.

Professional Behavior & Ethics

Students are expected to adhere to your program's Professional Qualities, Dispositions, Professional Standards, as well as your profession's Code of Ethics (ACA, AAMFT, APA, NASP, AATA, ASCA) at all times.

SCHEDULE OF COURSE ACTIVITIES AND ASSIGNMENTS

Date	Topics	Readings Due	CACREP Standards	Assignments Due
Class #1 11/10	Introductions Expectations and Syllabus Disability & Normalcy History Eugenics Disability Models Ableism & Erasure	<u>Articles:</u> <i>Andrews et al. (2019)</i> <i>Baynton (2013)</i> <i>Davis, (2017)</i> <i>Nario-Redmond et al. (2019)</i>	2: F2: a, b, d, e, g, h 2: F3: e, f, g, h	Disability Reflection Paper Due 11/10
Class #2 11/17	Disability Competencies Disability Identity Dominant Narratives & Counternarratives Internalized Ableism Broaching	<u>Articles:</u> <i>Chapin et al. (2018)</i> <i>Forber-Pratt et al. (2021)</i> <i>Mingus (2017)</i> <i>Silverman & Nario-Redmond (2020)</i>	2: F2: a, b, c, d, e, f, h 2: F3: e, f, g, h	Case Conceptualization & Role Play Due 11/26
Class #3 12/1	Intersections of Disability Multicultural Considerations Mad Pride Disability Prejudice & Avoidance Stigma	<u>Articles:</u> <i>Bailey & Mobely (2019)</i> <i>Baril (2015)</i> <i>Schalk (2021)</i> <i>Weaver (2017)</i>	2: F2: a, b, c, d, e, f, g, h 2: F3: e, f, g, h	

Date	Topics	Readings Due	CACREP Standards	Assignments Due
Class #4 12/8	Disability & Sexuality Disidentification Masculinity Clinical Applications	<u>Articles:</u> <i>Kim, E. (2011)</i> <i>Lund et al. (2020)</i> <i>Olkin (2007)</i> <i>Rainey (2017)</i>	2: F2: a, d, e, g, h 2: F3: e, f, g, h	Disability Counternarrative Due 12/8

COLLEGE POLICIES

Notice to Students Regarding Disabilities, Mental Health Crises & Medical Emergencies:

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Office of Student Accessibility in Albany Quadrangle ([503-768-7192](tel:503-768-7192)). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

Your academic success in this course and throughout your college career depends heavily on your personal health and well-being. As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficult concentrating and/or lack of motivation. Stress is a common part of the college experience, and it often can be compounded by unexpected life changes outside the classroom. Please feel free to talk with me about any difficulty you may be having that may impact your performance in this course as soon as it occurs and before it becomes unmanageable.

Lewis & Clark College services are also available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via:

https://www.lclark.edu/offices/counseling_service/

https://www.lclark.edu/offices/counseling_service/emergency/

Academic Integrity:

The following policy regarding academic integrity is stated in the Student Handbook: “Lewis & Clark College believes that each student holds responsibility for the integrity of his or her individual academic and professional performance. When the student abrogates this responsibility, the College may take appropriate steps to maintain standards of academic honesty. Academic dishonesty or cheating involves the use of any method or technique enabling a student to misrepresent the quality or integrity of his or her academic study, scholarship, or practice.”

We expect that all work you complete is your individual work. Please provide citations when your claims come from another source. When in doubt, cite!

Links to Lewis & Clark Graduate School essential policies

Lewis & Clark adheres to a nondiscriminatory policy with respect to educational programs, activities, employment, and admission. We do not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any

physical or sensory disability, veteran status, sexual orientation, gender identity, gender expression, or any other basis prohibited by applicable federal, state, and local laws. This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination;
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct;
- Sexual misconduct: go.lclark.edu/titleIX.

If you have any questions regarding these policies, please speak to your instructor for clarification.

****The contents of this syllabus and course schedule are subject to change as deviations may be necessary to achieve maximum learning****

References & Recommended Reading

- Barnes, E. (2016). *The Minority Body: A Theory of Disability*. Oxford University Press.
- Charlton, J.I. (1998). *Nothing about us without us: Disability oppression and empowerment*. University of California Press.
- Davis, L. J. (2017). *The disability studies reader (5th Ed.)*. Routledge.
- Foucault, M. (2003). *Abnormal: Lectures at the Collège de France, 1974-1975* (Vol. 2). Macmillan.
- Higashida, N. (2013). *The reason I jump: The inner voice of a thirteen-year-old boy with autism*. Knopf Canada.
- Hunt-Kennedy, S. (2020). *Between fitness and death: disability and slavery in the Caribbean*. University of Illinois Press.
- Kafai, S. (2021). *Crip Kinship: The Disability Justice & Art Activism of Sins Invalid*. Arsenal Pulp Press.
- Nielsen, K. E. (2012). *A disability history of the United States* (Vol. 2). Beacon Press.
- Prahlad, A. (2017). *The secret life of a Black Aspie: A memoir*. University of Alaska Press.
- Puar, J. K. (2017). *The right to maim*. Duke University Press.
- Shapiro, J. P. (1994). *No pity: People with disabilities forging a new civil rights movement*. Three Rivers Press.
- Shayda, K. (2021). *Crip kinship: The disability justice & art activism of Sins Invalid*. Arsenal Pulp Press.
- Strings, S. (2019). *Fearing the Black body: The racial origins of fat phobia*. New York University Press.
- Taylor, S. R. (2021). *The body is not an apology: The power of radical self-love*. Berrett-Koehler Publishers.
- Thomson, R. G. (2017). *Extraordinary bodies: Figuring physical disability in American culture and literature*. Columbia University Press.
- Thompson, V. (February, 2021). Understanding the policing of Black, disabled bodies. *Center for American Progress*.

Werner, D., Thuman, C., & Maxwell, J. (1998). *Nothing about us without us: Developing innovative technologies for, by and with disabled persons*. Palo Alto: Healthwrights.

Wood, C. (2014). *Criptiques*. San Bernardino.

Wong, A. (2020). *Disability visibility: First-person stories from the twenty-first century*. Toronto: Vintage.

Zhang, S. (December, 2020). The last children of Down Syndrome. *The Atlantic*.

Participation Expectations

AREA	DISTINGUISHED	PROFICIENT	EMERGING	UNACCEPTABLE
Frequency	<ul style="list-style-type: none"> • Initiates contributions (in small or large group) more than once in a class period 	<ul style="list-style-type: none"> • Initiates contributions (in small or large group) once per class period 	<ul style="list-style-type: none"> • Initiates contributions occasionally (in small or large group) 	<ul style="list-style-type: none"> • Rarely, or does not contribute during class
Preparation	<ul style="list-style-type: none"> • Reading completed and prepared to discussion level; • On time and able to arrive present or become present soon after 	<ul style="list-style-type: none"> • Reading mostly completed or prepared to discussion level; • Mostly on time and able to arrive present or become present soon after 	<ul style="list-style-type: none"> • Reading seldom completed or prepared to discussion level; • Infrequently on time and/or present 	<ul style="list-style-type: none"> • Rarely, or does not prepare or complete readings and is not on time and/or present
Engagement	<ul style="list-style-type: none"> • Consistently builds on others' comments instead of offering only individual comments; • Consistently actively engaged in dialogue, and takes responsibility for own emotions, thoughts, and reactions 	<ul style="list-style-type: none"> • Occasionally builds on others' comments instead of offering only individual comments; • Mostly actively engaged in dialogue, and largely takes responsibility for emotions, thoughts, and reactions 	<ul style="list-style-type: none"> • Infrequently builds on others' comments; • Infrequently engaged and/or does not often take responsibility for thoughts and reactions 	<ul style="list-style-type: none"> • Rarely, or does not build on others' comments and is rarely engaged
Contributions	<ul style="list-style-type: none"> • Willing to be unsure or risk partially formed ideas; • Acknowledges missteps and perspective shifts and credits person who facilitated shift 	<ul style="list-style-type: none"> • Occasionally risks partially formed ideas; • Sometimes acknowledges missteps and perspective shifts or credits person with shifts 	<ul style="list-style-type: none"> • Usually does not risk partially formed ideas; • Does not usually express verbal appreciation or acknowledge missteps or shifts 	<ul style="list-style-type: none"> • Does not risk ideas; • Does not express verbal appreciation or acknowledge missteps or perspective shifts
Self-Awareness	<ul style="list-style-type: none"> • Balances frequency of own comments with others; • Actively creates and invites space for quieter students; • Expresses frequent verbal appreciation for others in learning community 	<ul style="list-style-type: none"> • Mostly balances frequency of own comments with others; • Occasionally creates or invites space for quieter students; • Expresses occasional verbal appreciation for others in learning community 	<ul style="list-style-type: none"> • Difficulty balancing frequency of own comments with others; • Tends to dominate class discussion, or interrupt others 	<ul style="list-style-type: none"> • Frequently shuts down other students, or otherwise creates a hostile classroom environment for others