

Syllabus
SPED 856: Transition Education and Services
Fall 2007

Instructors:	Amy Gaumer Erickson, Ph.D. aerickson@ku.edu 785-864-1177 KU Dept. of Special Education 521 JRPearson 1122 West Campus Road Lawrence, KS 66045	Pattie Noonan, Ph.D. pnoonan@ku.edu 785-864-0593 KU Dept. of Special Education 521 JRPearson 1122 West Campus Road Lawrence, KS 66045
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I. Course Purpose

The purpose of this course is to provide a background on transition education and services for individuals with disabilities from childhood through adulthood. Emphasis is placed on identification and documentation of transition skills needs of youths, the nature of the transition process, and curricular implications. The knowledge base for the course content comes out of special education, school-based related service disciplines (e.g., school psychology, school social work, guidance and counseling, occupational therapy, and speech/language pathology) career and vocational guidance, rehabilitation, vocational education, and vocational evaluation.

The course is designed around four basic themes. These themes include:

- (1) To provide students with a theoretical framework for understanding current perspectives in life skills development and self-determination, educational options for life skills, life career roles, and transition education, and the roles of all stakeholders in the process of transition from childhood to adult living for students with disabilities.**
- (2) To provide students with information related to the characteristics and needs of children, youths, and adults with disabilities.** Differential transition needs of persons with disabilities during the critical years from school to adult life, using multicultural, geographical, and disability factors are related.
- (3) To provide students the curriculum approaches, materials, programs, and techniques that promote transition education and services.** The purpose of this theme is to make the connection between student needs and instructional alternatives for meeting those needs. Recommended practices in curriculum models, instructional programming, and program management during middle school, high school, and post-school years are addressed.
- (4) To provide students with an orientation to transition education programs and services.** This theme focuses on the current state of the art in transition models, with emphasis on guidance, counseling, referral, collaboration with school-based related service professionals, and provision of services needed by persons with disabilities in postsecondary and adult community living. National, state, and local policies and recommended practices are presented.

II. Course Requirements

Accommodations: The staff of Services for Students with Disabilities (SSD), 135 Strong, 785-864-2620 (v/tty), coordinates accommodations and services for KU courses. If you have a disability for which you may request accommodation in KU classes and have not contacted them, please do as soon as possible. Please also see the instructor privately in regard to this course.

Required Textbook: This is not a required textbook for this course, but you may want to purchase a new ink cartridge for your printer. Required readings are available as PDF downloads in each Weekly Session on the course Blackboard Site.

Writing Support: As a student in this course, you are eligible to an Online Consultation about your writing through the KU Writing Center (<http://www.writing.ku.edu/>). Through Online Consultation, students submit their papers to the writing center for feedback along with specific questions that he/she would like answered about his/her writing. Writing consultants review the papers and provide extensive feedback via email. Please note: writing consultants will not make corrections on comments on the actual paper, but will provide ample feedback. Additionally, the KU Writing Center offers a page of links that can help you understand trustworthiness of web-based resources (<http://www.writing.ku.edu/students/evaluate.shtml>).

The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. KU subscribes to a digital plagiarism detection program called Turnitin.com, which may be used to check papers submitted in this course. You may be asked to submit your papers in a digital format (e-mail attachment, BlackBoard™ digital drop box or on disk) so that your paper can be checked against web pages and databases of existing papers. Although you may never have engaged in intentional plagiarism, many students do incorporate sources without citations; this program can alert me to your academic needs.

Please just be certain that your words are your own, and cite others as often as possible.

Course Map

wk	Weekly Topic	Learning Objectives	Readings	Activities	Assignments
1 8/16- 8/24	Orientation to Online Learning	Student is prepared to participate in an online course venue	- Blackboard overview - Student Guide to Blackboard	VIDEO <i>Credo for Support</i> Browse Blackboard site	Update email Scavenger Hunt <i>Discussion Board</i>
Theme 1: Developing Effective Transition IEPs					
2 8/25- 8/31	IDEA and the IEP Process	Student understands: - Overview of IEP process - IDEA requirements	Committee on Education & the Workforce, 2005 (optional)	Online Module-- <i>Best Practices</i>	Quality Indicators Needs Assessment Module materials
3 9/1- 9/7	Brief History, Foundational Concepts, and Goals of Transition	Student understands: - students/families key participants (all disabilities) - What is transition? (domains) - Where do students with disabilities end up? - who facilitates transition?	Kohler & Field, 2003 Online Lecture	VIDEO <i>There's a Better Way</i>	<i>Discussion Board</i>
4 9/8- 9/14	Transition Assessment	Student understands: - Purpose of transition assessment and key concepts - Types and approaches (formal and informal) - Transition Assessment Process	Clark, 1998	<i>Using Informal Assessments for Transition Planning</i> audio presentation	Running Project Part 1
5 9/15- 9/21	Self-Determination & Transition	Student understands: - Teaching decision-making skills - How to facilitate active participation - How to provide opportunities for self-determination	Martin, 2007 Martin et al., 2006 Field et al, 2003	<i>Self-Determination Curriculum</i> presentation VIDEOS <i>Self-Directed IEP & Hoop Dreams</i>	<i>Discussion Board</i>
6 9/22- 9/28	Working with Families	Student understands: - Family-systems concept - Understanding family perspective - Including families in transition meetings, decision-making - Provide info to families in usable form	Kim & Morningstar, 2005	Online Module— <i>Working with Families</i>	Module Materials
7 9/29- 10/5	The Transition IEP—Pulling it all Together	Student understands: - Mandated components of Transition IEP - How your IEPs meet the requirements	National Secondary Transition Technical Assistance Center website	VIDEO <i>Getting a Life: Voices of Youth</i>	Analyzing an IEP using Indicator 13 Discussion
8	Fall Break				

Theme 2: Facilitating Transition Skill Development in Adolescents with Disabilities

<p>9 10/13-10/19</p>	<p>Instructional Strategies and Access to Accommodations</p>	<p>Student understands:</p> <ul style="list-style-type: none"> - Responsible v. irresponsible inclusion - The basics of collaborative teaching - How to integrate adult transition domains to academics - accommodations available for daily instruction, testing, and state assessment - Universal design for instruction 	<p>Fetner Dover, 2005 Casper & Leuchovius, 2005</p>	<p>Special Connections website Mini-module on inclusion UDL module</p>	<p>Running Project Part 2</p>
<p>10 10/20-10/26</p>	<p>Community-Based Transition</p>	<p>Student understands:</p> <ul style="list-style-type: none"> - Characteristics of 18-21 programs - Integrating community-based instruction into secondary education 	<p>Gaumer et al, 2004 Hart et al., 2006 Baska et al., 2003</p>	<p>Database of 18-21 Programs</p>	<p><i>Discussion Board</i></p>
<p>11 10/27-11/2</p>	<p>Preparing Students for Employment</p>	<p>Student understands:</p> <ul style="list-style-type: none"> - Skills needed to obtain & keep gainful employment - The role of Vocational Rehabilitation 	<p>Wehman, Brooke, & West, 2006</p>	<p>VIDEO <i>Working with Ability</i></p>	<p>Quiz</p>
<p>12 11/3-11/9</p>	<p>Preparing Students for Postsecondary Education</p>	<p>Student understands:</p> <ul style="list-style-type: none"> - Skills needed in postsecondary ed programs - Required documentation 	<p>Martin, Van Dycke, Peterson, & Walden, 2002 Grigal, Neubert, & Moon, 2005</p>	<p>VIDEO <i>Transitions to Postsecondary Learning</i></p>	<p><i>Discussion Board</i></p>
<p>13 11/10-11/16</p>	<p>Preparing Students for Independent Living</p>	<p>Student understands:</p> <ul style="list-style-type: none"> - Where do adults with disabilities live? (current outcomes) - How to facilitate independent living skills - Community-based Instruction - Community-based Transition Programs as model. 	<p>Knoll & Bardwell Wheeler, 2005</p>	<p>VIDEO: <i>Free Wheeling</i> VIDEO: <i>Super Mum</i></p>	<p>Running Project Part 3</p>
<p>14</p>	<p>Thanksgiving Break</p>				
<p>15 11/24-11/30</p>	<p>Interagency Collaboration</p>	<p>Student understands:</p> <ul style="list-style-type: none"> -changing role of special educator -importance of collaborative relationships both in and out of school - Community Transition Councils as model. 	<p>Noonan, in press</p>	<p>Explore Interagency and Community Systems website</p>	<p><i>Discussion Board</i> Online Learning Survey</p>
<p>16 12/1-12/7</p>	<p>Closing Session—Review</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> -accomplishments of field -impact of high quality transition services 	<p>Read past Discussion Boards</p>		<p>Discussion Summary Course Reflection C & I Survey</p>

Course Assignments

Assignment/Project	Due Date	Points Available	Assignment Completed
Check and Update your Email	8/24	5	
Scavenger Hunt	8/24	5	
Discussion Board—week 1	8/24	10	
Best Practices Module Activities	8/31	10	
Discussion Board— week 3	9/7	10	
Running Project Part 1	9/14	20	
Discussion Board— week 5	9/21	10	
Working with Families Module Activities	9/28	10	
Analyzing an IEP	10/5	10	
Discussion Board – week 7	10/5	10	
Running Project Part 2	10/19	20	
Discussion Board— week 10	10/26	10	
Quiz – week 11	11/2	5	
Discussion Board— week 12	11/9	10	
Running Project Part 3	11/16	20	
Discussion Board— week 15	11/30	10	
Online Learning Survey	11/30	5	
Discussion Board Summary	12/7	10	
Course Reflection	12/7	10	
TOTAL POINTS		200	

A= 90% -100% (180-200points)

B= 80%-89% (160-179 points)

C= 70%-79% (140-159 points)

D= 60%-69% (120-139 points)

Note from the Instructor:

Detailed information about assignment requirements can be found on the Course BlackBoard site, under Getting Started, Weekly Sessions, and Running Project.

To begin this course, go to the Course BlackBoard site, and click on Getting Started (Technical Information). Then go to Weekly Sessions and begin work on Session 1 Orientation to Online Learning. Post any questions on the General Class Questions discussion board.

This required course, as approved by School of Education faculty, meets or exceeds standards for accreditation (NCATE) and program approval (KSDE). Students successfully completing this course will be prepared to demonstrate the competencies associated with transition services that are a part of the old KSDE endorsement program approval course (SPED 874 Transition from Early Childhood to Adulthood), the new Kansas teacher licensure standards for transition, and the Missouri vocational/transition requirement.

The new KSDE knowledge and performance standards are:

Adaptive Curriculum Knowledge Standards

S3 4 The teacher understands the application, interpretation, and limitations of assessment instruments. (Focus on transition assessments)

S4 6 The teacher understands the impact of social skills on the lives of students.

S4 7 The teacher understands the impact of learners' academic and social abilities, attitudes, interests and values on instruction and career development.

S4 8 The teacher understands cultural perspectives influencing the relationship among families, schools, and communities as related to effective instruction.

S5 6 The teacher understands model career, vocational and transition programs for students with adaptive learning needs.

S7 7 The teacher understands the types and importance of information generally available from family, school officials, the legal system, and community service agencies, and is aware of sources of unique services, networks, and organizations for individuals with disabilities, including career, vocational, and transition support.

Adaptive Curriculum Performance Standards

S4 8 The teacher integrates affective, social, and career or vocational skills with academic curricula.

S5 11 The teacher uses best practice career, vocational, and transition instructional techniques and planning strategies for students with adaptive learning needs.

S7 11 The teacher assists students in collaboration with parents and other professionals in planning for transition to post-school settings with maximum opportunities for decision-making and full participation in the community.

Functional Curriculum Knowledge Standards

S2 4 The teacher understands how a disability may affect an individual's life, including educational years and beyond.

S4 5 The teacher understands the legal components of the IEP, including transition planning.

S3 4 The teacher understands the appropriate application and interpretation of assessment results.

S6 5 The teacher understands how to promote independent self-enhancement, self-monitoring, self-control, self-esteem, self-advocacy, self-direction, and personal-social skills.

Functional Curriculum Performance Standards

S4 7 The teacher collaborates with families, general education teachers, related service personnel, and outside agencies to formulate effective IEPs, including transition plans.

S4 8 The teacher integrates affective, social, and career or employment skills with other curricula appropriate for students with functional curriculum needs.

S4 10 The teacher uses techniques and strategies that promote successful life and educational transitions of students.

S8 2 The teacher knows the laws, regulations and policies governing the practice of the profession with regard to transition services.

Deaf/Hearing Impairment Curriculum Knowledge Standards

S5 2. The teacher is aware of transitional needs at various educational levels for infants and children who are deaf or hard-of-hearing.

Deaf/Hearing Impairment Curriculum Performance Standards

S6 5. The teacher provides families and/or other caregivers with the knowledge and skills to make appropriate choices and establish priorities needed to enhance development and transition for children who are deaf or hard-of-hearing.

Accreditation Related Standards

This course relates to NCATE accreditation standards I.F and I.G.

I.F. Advanced Professional Studies

The Unit ensures that teacher candidates acquire and learn to apply the professional and pedagogical knowledge and skills to become competent to work with all students.

Indicator I.F.1--Advanced programs for the continuing preparation of teachers or other school personnel build upon and extend prior knowledge and experiences that include core understanding on learning and practices that support learning.

Indicator I.F.3--Candidates in each advanced program develop the ability to use research, research methods, and knowledge about issues and trends to improve practice in schools and classrooms.

I.G. Quality of Instruction (Initial and Advanced)

Indicator I.G.1--Higher education faculty use a variety of instructional strategies that reflect an understanding of different models and approaches to learning.

Indicator I.G.2--Instruction encourages the candidate's development of reflection, critical thinking, problem solving, and professional dispositions.

Indicator I.G.3--Teaching reflects knowledge about and experiences with cultural diversity and exceptionalities.