

SPED 859: Interagency and Community Services for Transition

Spring 2006

Instructor:

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COURSE PURPOSE

The purpose of this course is to provide graduate students in special education and related areas who are specializing in secondary school/transition programs with an overview of interagency and community services and systems for adolescents and young adults with disabilities. Emphasis is placed on theory and practice related to interagency collaboration; systems change efforts in transition services; and state-of-art practices regarding supporting individuals with disabilities in community employment, living, socialization, community participation, and other areas of community adult life. The course is designed around three basic themes. These themes are:

- (1) **To provide students with information related to current and historical practices and attitudes toward community services for adolescents and adults with disabilities.** The purpose of this theme is to understand the methods of supports available for young adults with disabilities during the transition from school to adult life. Areas to be addressed include employment, postsecondary education and training, community living, social/recreational involvement, health-related services, and the development of friendships and community connections.
- (2) **To provide students with factual information about a range of community services for adults with disabilities.** The purpose of this theme is allow the student to develop an understanding of all possible generic and specialized services in the areas of employment, living, social/recreational, health, and education. This will include and understanding of funding streams, legislative priorities, eligibility requirements, and availability of services in communities.
- (3) **To acquaint students with current theories and practices concerning interagency collaboration and systems change as it pertains to transition services.** The purpose of this theme is to provide students with an overview of their possible roles in creating new services and supports for adolescents with disabilities and in changing service delivery systems using collaborative techniques.

EVALUATION CRITERIA

Performance in the course is evaluated using portfolios to compile activities and to give final grades. Course evaluation focuses on the students ability to use higher order thinking skills.

Due	Activities	Points
Each week	<p>Completion of readings, videotapes and online lectures - all readings and online lectures will be posted on the SPED 859 Blackboard site under each of the topics in the Weekly Sessions section of Bb. For certain sessions, you will be required to view the videotapes found on your course CD-ROM.</p> <p>Online Discussion Group Participation – you will be required to participate in online discussion groups each week as a part of the weekly readings and lecture formats These sessions will be directly related to the topics for that week. See the Bb site for more information about how the Discussion boards will operate. Discussion boards will be active at least one week prior to the class session in which you will need to participate. Boards will remain available during the week until 5 PM Sunday night. Any postings after 5 PM will not be considered for grading purposes. Please review the Requirements for online discussions found in the Course Information section of Bb.</p>	10 Pts. each week for 14 weeks Total: 140 pts.
Each Week	<p>Community Resource Map Activity for all major service systems identified and discussed in the course, students will be required to begin identifying the resources available in their local community. You will need to collect information from agencies regarding the services available in your community. More information is found in the Projects section of the Bb site.</p>	10 pts. For 11 weeks Total: 110 pts.
Ongoing Small Group Activity	<p>Website Review and Presentation of 3 sites related to specific topic in class. Different students will be responsible for presenting to the class each week. Students will sign up in pairs for a specific topical area from the class syllabus and will review a minimum of 5 websites related to this topic. Student groups must also turn in a written copy of their review. See detailed project requirements and examples of the website review in the Projects section of Bb.</p>	40 pts.
March 26 5 PM	<p>Service Coordination Project (Part 1) - Assume the role of service coordinator for an adolescent with disabilities who is preparing to exit the secondary school system. The first step in this activity will require you to facilitate a person-centered planning session for the student and his/her family. The outcome of this session should be the identification of the student and family's vision for the future. See detailed project requirements and examples of projects in the Projects section of Bb.</p>	100 Points
April 30 5 PM	<p>Service Coordination Project (Part 2) - The second section of this project will require you to describe the types of services and supports the adolescent needs in order to achieve his or her desired postschool outcomes in the areas of post-secondary education and training, employment, life skills and community living, recreation and leisure, financial resources and social relations and community connections based upon this vision for the future. This must include a review of specialized and generic community services as well as community and natural supports available to that student and family. The scope of services will differ for each adolescent, depending upon the desired postschool outcomes, disability of the student, and the community in which he or she wants to live. See detailed project requirements and examples of projects in the Projects section of Bb.</p>	75 Points

May 15 5 PM	<p>Service Coordination Project (Part 3, plus Parts 1 & 2) - Prepare a community analysis of transition services for the community in which the student lives or plans to live. The analysis must include visiting the different community services identified and discussed in class. Part 3 must include a description of existing community resources, contact information, etc.. The second section of Part 3 must include the identification of community service needs, both regarding the need for specific services as well as improving existing services. Finally, the report must include an action/ advocacy plan to develop and match community resources with the needs of the student. See detailed project requirements and examples of projects in the Projects section of Bb.</p> <p>A Final Report that includes all 3 Parts must be turned in by 5:00 PM on May 15, 2006</p>	50 Points
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CLASS SESSIONS

Jan. 23-28 Moving from "Systems" to "Individualized Supports"

Objectives: To develop the skills needed to facilitate community connections and friendships for young adults with disabilities. To understand the importance of social support networks in the lives of individuals with disabilities. To understand the processes and strategies in use for transforming agencies from one that focuses on facilities to one that focuses on person-centered supports.

Jan. 30-Feb.4 Individualized Planning for Adulthood

Objectives: To develop an understanding of person-centered planning methods in assisting youth and families during the transition planning process. To use person-centered planning for planning.

Feb. 6-11 Systems Advocacy and Self-Advocacy

Objectives: To develop an understanding of the definitions for systems advocacy and self-advocacy. To become aware of the different curricula available for helping students to develop self-advocacy and self-determination skills. To understand how families and consumers have impacted disability policy through advocacy.

Feb. 13-18 Interagency Collaboration

Objectives: To develop an understanding of barriers and strategies to interagency collaboration during transition. To utilize strategies for collaboration within the local school and community context.

Feb. 20-25 Medicaid Home and Community-based Waivers

Objectives: To gain information related to the Home and Community Services Waiver program for Medicaid and how these are utilized at state and local levels.

Feb. 27- Social Security Administration and SSI Work Incentives

March 4

Objectives: To become familiar with the Social Security Administration, Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI) as well as federal and state work incentives.

March 6-11 Mental Health Services

Objectives: To understand the characteristics and needs of youth with mental illness/ emotional disorders. To develop an overview of long-term care and services available for youth with mental illness. To focus on the importance of cultural differences in relation to mental health disorders.

March 13-17 Mental Retardation and Developmental Disabilities Services

Objectives: Understand the range of services and supports available to students and adults with mental retardation and developmental disabilities. Develop an awareness of the DD Act and the services and supports it mandates

March 20-26 SPRING BREAK

March 27-31 Centers for Independent Living

Objectives: To understand the historical perspectives of the independent living movement. To develop an overview of services offered by independent living centers in Kansas. To understand the role of ILC's in transition planning and advocacy.

April 3-8 Vocational Rehabilitation Services

Objectives: To understand the services offered through offices of vocational rehabilitation as mandated by the Rehabilitation Act of 1973 and subsequent amendments, including the Workforce Investment Act , Ticket to Work, and other work incentives. To understand the role of VR in transition planning and services.

April 10-15 Community Living and Community Participation

Objectives To develop an understanding of new services and supports available for individuals with disabilities to live in the community. These include services such as personal care services, as well as new initiatives such as Home of Your Own, which supports individuals with disabilities to buy a home. This session will also focus on ways to facilitate full inclusion in the community.

April 17-22 Guardianship, Wills and Trusts

Objectives: To develop an understanding of the range of legal and financial resources and responsibilities facing students and families in transition including: guardianship, wills, trusts and financial planning.

April 24-29 Juvenile Justice System

Objectives: To gain knowledge of the juvenile justice system and how youth with disabilities are served within this system. To better understand the issues that impact youth with disabilities that leads to incarceration and involvement with juvenile justice and to explore prevention measures.

May 1-6 Post-secondary Education & Training

Objectives: To develop an understanding of the range of post-secondary educational and training options available for all students with disabilities after high school. To develop an overview of legislation related to post-secondary options.

FINAL PROJECT DUE MAY 15, 2006 5:00 PM.