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| **RSED 5170, 6170, and 6176** **Transitions from Birth to Adulthood** ***Fall 2015*****- - - - - - - - - -****Department of Special Education,** **Rehabilitation, and Counseling****College of Education**Professor information:**Karen Rabren, Ph. D.**Office: 1234-C Haley Centerand107 Ramsay Hallrabreks@auburn.eduGraduate Assistant information:**Betty Schiffer, M.Ed.**Office: 1234G Haley Centerbjs0017@auburn.edu |  |

**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

**Course Syllabus**

1. **Course Number:** RSED 5170/6170

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|  **Course Title:**  | Transitions from Birth to Adulthood |
|  **Credit Hours:**  | 3 Semester Hours |
|  **Course Meetings:**  | T, 4:00-6:25 p.m. HC 3334 |
|  **Prerequisites:** | none |
|  **Corequisites:** | none |
|  **Instructor:** | Karen Rabren, Ph.D. | Betty Schiffer, Graduate Assistant |
|  **Office Location:** | 1234C Haley Center **and** 107 Ramsay Hall | 107 Ramsay Hall |
|  **Phone/E-mail:** | 844-2082 or 844-5935rabreks@auburn.edu | 844-5927bjs0017@auburn.edu |
|  **Office Hours:**  | Haley CenterTuesdays 1:30 – 3:30 p.m.(other times by appointment) |  |

1. **Text or Major Resources:**

**Textbooks**

Rous, B.S., & Hallam, R.A. (2007). *Tools for transition in early childhood.* Baltimore, MD: Paul H. Brooks.

Flexer, R.W, Baer, R. M., Luft, P., & Simmons, T. J. (2013). Transition planning for secondary students with disabilities. (4th ed.) Boston, MA: Pearson.

 **Selected Readings** (in order of assignment)

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| --- | --- |
| 1. | Salkind, N.J. (2004). Jean Piaget’s cognitive model. In N.J. Salkind (Eds.). *An Introduction to Theories of Human Development.* (pp. 242-260). Thousand Oaks, CA: Sage. |
| 2.  | Dunlap, L. L. (2009). Transitions: preparing for the next step. *An Introduction to Early Childhood.* (pp. 416-443). Upper Saddle River, NJ: Pearson. |
| 3. | Amos B. (2006). Transition in early childhood through middle school: Laying the foundation. In P.L., Sitlington, & G.M. Clark (Eds.). *Transition Education and Services for Students with Disabilities* (4th ed.). (pp. 108-120). Boston, MA: Pearson |
| 4. | Ianacone, R.N. & Stodden, R.A. (1987). Overview Transition issues and directions for individuals who are mentally retarded. In R.N. Ianacone & R.A. Stodden (Eds.). Transition issues and directions. (pp. 3-4). *The Council for Exceptional Children.* Reston, Virginia.  |
| 5. | Patton, J. R. & Dunn, C. (1998). Basic concepts. *Transition from School to Young Adulthood: Basic Concepts and Recommended Practices*. (pp. 1-6). Austin, TX: ProEd. |
| 6. | Rouse, B. & Hallam, R. (2012). Transition services for young children with disabilities: Research and future directions. *Topics in Early Childhood Special Education, 31*(4) 232–240. |
| 7. | Test, D., Fowler, C.H., Richter, S., White, J., Mazzotti, V., Walker, A.R., Kohler, P., & Kortering, L. (2009). Evidence-based practices in secondary transition. *Career Development for Exceptional Individuals, 32*, 115-128. |
| 8. | Mazzotti, V.L., Rowe, D.R., & Test, D.W. (2013). Navigating the evidence-based practice maze: Resources for teachers of secondary students with disabilities.  *Intervention in School and Clinic, 48 (3)*, 159-166. |
| 9. | Wehmeyer, M. L., Field, S., Doren, B., Jones, B., & Mason, C. (2004). Self-determination and student involvement in standards-based reform. *Exceptional Children, 70*, 413-425. |
| 10. | Povenmire-Kirk, T.C., Bethune, L.K., Alverson, C.Y., & Kahn, L.G. (2015) A journey not a destination developing cultural competence in secondary transition. *Teaching Exceptional Children 47(6),* 319-328.  |
| 11. | Sitlington, P.L., Neubert, D.A., & Clark, G.M. (2010). Students and families: Key participants*.* In P.L. Sitlington, & G.M. Clark (Eds.). *Transition education and services for students with disabilities*. (5th ed.). (pp. 55-69.) Boston, MA: Pearson. |
| 12.  | Kellems, R.O, & Morningstar, M.E. (2009). Tips for transition. *Exceptional Children, 43*, 60-68. |
| 13. | Halpern, A. S. (1993). Quality of life as a conceptual framework for evaluating transition outcomes. *Exceptional Children, 59*, 486-498. |
| 14.  | Sitlington, P.L., Neubert, D.A., & Clark, G.M. (2010). Where do we go from here? In P.L. Sitlington, & G.M. Clark (Eds.). *Transition education and services for students with disabilities*. (5th ed.). (pp. 256-261.) Boston, MA: Pearson. |
| 15. | Dunlap, L. L. (2009). Transitions: Preparing for the next step. *An Introduction to Early Childhood.* (pp. 444-447). Upper Saddle River, NJ: Pearson. |

1. **Course Description:** This course provides an introduction to foundations of transition programs and practices for children and youth with disabilities. It introduces preservice professionals to proven ways to support successful transitions for children and young adults with disabilities. It also focuses on evidence-based practices to facilitate transitions from birth to young adulthood.
2. **Student Learning Outcomes:**
3. Identify the characteristics of young children to adolescents with disabilities and the impact of these conditions upon development, learning, and needed services.
4. Describe the historical and current views of disability and how these views impact the delivery of services for young children and adolescents with disabilities.
5. Describe federal/state regulations related to early childhood and secondary transition programming.
6. Explain cultural diversity and its relationship to transition for children and youth with disabilities.
7. Describe the roles of professionals, students and families as members of a collaborative team. 290-3-3-.34(2)(j)2.(i)
8. Discuss educational service models related to early childhood and secondary programming
9. Identify family issues at different transitions of their child through birth to adulthood.
10. Describe how to work collaboratively with members of the instructional team and professionals from related fields. 290-3-3-.34(2)(j)3.(i)
11. Describe various evidence-based school- and community-based programs, curricula, service options, and teaching approaches/strategies that facilitate the acquisition, generalization, and maintenance of transition skills. 290-3-3-.36(1)(c)1.(v)
12. Describe the use of a Standards-based Individualized Education Program (IEP) that adheres to state and federal guidelines in terms of format, development, and implementation. 290-3-3-.34(2)(g)2.(ii)
13. Identify and discuss the current and future issues critical to successful transition programs.
14. **Course Content & Schedule:**

| **Week** | **Course Objectives** | **Weekly Topic** | **Reading Assignment** | **Written Assignment****&****Due Date** |
| --- | --- | --- | --- | --- |
| 108/18 |  | Introductions and Course Overview | Welcome Note(see Canvas Announcements) | Student Information Sheet (not graded)Expectations Activity (not graded) |
| 208/25 | 1 | Overview of Transition and Characteristics of Young Children to Adolescents with Disabilities | **Text:** Flexer, et al. (2013). Chapter 1 - A framework for positive outcomes **Selected Reading: #1** Salkind (2004). Jean Piaget’s cognitive model | **Assignment:** Pre Course Assessment |
| 309/01 | 2 | Early Childhood Special Education Transition | **Selected Reading: #2** Dunlap (2009). Transitions preparing for the next step |  |
| 409/08 | 1, 2 | Early Intervention to Middle School | **Text:** Rous & Hallam (2007). Chapter 1 - A community approach to transition and Chapter 2 - Research Base**Selected Reading: #3** Amos, B. (2010). Transition in early childhood through middle school | **Assignment:** Questions/Discussion for Week 4 (Canvas) |
| 509/15 | 1 | Secondary Transition | **Selected Reading:**  **#4** Ianacone & Stodden (1987) and **#5** Patton, & Dunn (1998). Basic concepts**Text:** Flexer, et al. (2013). Chapter 2 -Transition legislation and models |  |
| 609/22 | 2 |  Secondary Transition  | **Text:** Flexer, et al. (2013). Chapter 2 -Transition legislation and models (continued) |  |
| 709/29 | 5, 8 | Evidence-based Practices in Early Childhood Transition | **Text:** Rouse (2008). Chapter 7 - Program practices**Selected Readings:** **#6** Rouse, B. & Hallam, R. (2012). Transition services for young children with disabilities: Research and future directions | **QUIZ 1 (on-line Due BEFORE Class)** |
| 810/06 | 5, 8 | Evidence-based Practices in Secondary Transition  | **Selected Readings: #7** Test, Fowler, Richter, White, Mazzotti, Walker, Kohler, & Kortering (2009) and Evidence-based practices in secondary transition and**#8** Mazzotti, et. al., (2013). Navigating the Evidence-based practice maze: Resources for teachers of secondary students with disabilities**Learning Module:**<http://iris.peabody.vanderbilt.edu/module/ebp_01/> | **Assignment:** Questions/Discussion Week 8 (Canvas) |
| 910/13 | 8 | Self-Determination | **Selected Reading**: **#9** Wehmeyer, M. L., Field, S., Doren, B., Jones, B., & Mason, C. (2004). Self-determination and student involvement in standards-based reform | **Assignment:** Questions/Discussion for Week 9 (Canvas) |
| 1010/20 | 3,4, 8 | Multicultural Issues and Transition  | **Text:** Flexer, et al. (2013). Chapter 3 - Multicultural and collaboration competencies for working with families**Selected Reading**: **#10** Povenmire-Kirk, Bethune, Alverson, & Gutman (2015). A journey not a destination developing cultural competence in secondary transition**Learning Module:**<http://iris.peabody.vanderbilt.edu/module/tran/> | **Assignment:** Questions/Discussion for Week 10 (Canvas)  |
| 1110/27 | 4, 6 | Families and Transition | **Text:** Rous & Hallam (2007). Chapter 8 - Child and family practices**Selected Reading:**  **#11** Sitlington, Neubert, & Clark, (2010). Students and families: Key participants**Learning Module:**<http://community.fpg.unc.edu/connect-modules/learners/module-4/step-1> |  |
| 1211/03 | 4, 6 | Transition Planning | **Text:** Rous & Hallam (2007). Chapter 10 - Developing the plan **Text:** Flexer, et al. (2013). Chapter 6 - Developing postsecondary goals**Learning Module:**<http://iris.peabody.vanderbilt.edu/module/cou2/> |  |
| 1311/10 | 4 | Transition Roles and Responsibilities | **Text:** Rous & Hallam (2007). Chapter 3 - Building the interagency team and Chapter 4 - Interagency structure **Text:** Flexer, et al. (2013). Chapter 8 - Collaborative transition services | **Assignment:** Collaborative Practices Paper (GRADUATE STUDENTS ONLY) |
| 1411/17 | 4, 5, 7,8, 9 | Coordinating Transition Services  | **Text:** Flexer, et al. (2013). Chapter 10 - Coordinating transition services**Selected Reading:** **#12** Kellems & Morningstar (2009). Tips for transition | **Assignment**: Evidence-Based Implementation Guide |
| 1511/24 | **THANKSGIVING** |
| 1612/01 | 10 | Current and Future Issues  | **Selected Reading:** **#13** Halpern, A. S. (1993). Quality of as a conceptual framework for evaluating transition outcomes;**#14** Sitlington, Neubert, & Clark (2010). Where do we go from here?; and**#15** Dunlap, L. L. (2009). Transitions: preparing for the next step*.* Section: The future of early childhood special education (pp. 444-447) | **QUIZ 2 (on-line Due BEFORE Class)** |

**Note:** Final projects will be presented in lieu of a written final examination.

**Distance learning courses:** Canvas will be used for distance learning delivery. Students taking this course via distance education are expected to follow the course schedule, watch video lectures, and complete assignments as listed on the outline above. Students will have weekly opportunities to engage with the instructor as well as other students using the Discussion Board in Canvas. The use of Canvas to support student learning is used for both distance and on-campus students. Distance learning students will have internet access to libraries, learning centers, and/or laboratories that will facilitate their successful completion of the course.

1. **Course Requirements/Evaluation:**

**QUIZZES or EXAMS (TOTAL 200 points,** **100 points each).** There will be **2** **TIMED** quizzes in this course. The two quizzes are not comprehensive. Quizzes will be a combination of objective and short-answer items.These exams will be available on Canvas under the *Quizzes* tab. Each quiz will unlock one week before the due date and time. You will have one attempt to take the exam and there is a time limit (120 minutes).

**Pre-Course and Post-Course Assessment (completed or not completed -TOTAL 20 points).** These are practice tests. The purpose of these tests is to determine your knowledge of transition practices and concepts. You will complete both a pretest and posttest on the major concepts to be presented in this course. You must complete both the pre-course and post-course assessment to earn the 20 points designated for these two practice exams.

**ASSIGNMENTS**

1. **Student Information Sheet (complete/incomplete)** The purpose of this activity is to provide me with basic information about you so I can know more about your background of experiences and current status that may influence how you engage in the material to be presented in this course.
2. **Expectations Activity (complete/incomplete)** The purpose of this assignment is to identify your *Expectations, Learner’s Responsibilities* and *Instructors’ Responsibilities* for the course.
3. **Learning Activities (TOTAL 200 points)**

You will participate in a number of learning activities throughout this course. These activities may be completed individually or in a group. Assignments for these activities will be varied (e.g., write brief responses, solve problems, or develop a plan). Some activities may require preparation ahead of time, and therefore, these assignments may serve as a starting point for a learning activity to be completed in class. The amount of points per activity will typically range from 5 to 20 points, depending on the complexity of the activity. You must be present in class to complete learning assignments; however, if you have an excuse that meets university approval, you will be allowed to complete an alternate assignment.

1. **Selected Reading Questions/Discussions** (TOTAL 180 points – 45 points each)

In addition to your textbook readings, you will have selected readings. You will be answer questions on the Canvas Discussion Board for four of these readings. For the selected reading questions/discussion assignments you will access Canvas and under *Assignments* you will find a link for *Selected Reading Questions/ Discussions*. After you click this link you will be provided with instructions for answering your questions and posting your discussion response. This information is also found under the *Discussion* link. You will be provided with guidelines for this assignment, the questions to be answered, a link to the article, and a rubric on Canvas.

Requirements for Article Questions/Discussion Assignment:

* Post your responses on the Discussion Board for the appropriate study question.
* You must submit an original answer to the study question provided. The post must contain at least one paragraph (minimum of 3 sentences).
* You must also respond to one of your classmates posts. A response must be at least two sentences and be a meaningful and reflective reaction to their post.
1. **Evidenced-Based Practices Portfolio Project (TOTAL 400 points).** Write a one page summary describing what makes a practice evidence-based. Review evidence-based practices for transition. Identify three practices for early childhood transition and five practices for secondary transition. In approximately one page per practice, thoroughly describe each of the eight practices including how it would be implemented and who might be involved in the implementation. Provide examples of any commercially-made curriculum and/or materials that might be used to implement the identified evidence-based practices. Include appendices of any information that would be helpful in implementing the evidence-based practices (e.g., flyers, sample lesson plans). This will be an electronic portfolio with the following components.
	1. **Cover page**
	2. **Table of Contents**
	3. **Evidence-based practice explanation**
	4. **Evidence-based practices summaries**

**Three** early childhood transition

**Five** secondary transition

* 1. **References**
	2. **Appendices**

1. **Collaborative Practices Project: (TOTAL 350 points – (GRADUATE STUDENTS ONLY).**  Paper, Visual Representation, and Presentation

Paper: Write an 8-page paper reviewing the professional literature on collaborative transition practices. Your paper should be written according the latest Publication Manual of the American Psychological Association (APA manual). The parts of your paper will include a cover page, a 1 paragraph abstract, an 8-page body, and reference page(s) including at least 8 references from **peer reviewed** professional journals.

As you prepare to write this paper, consider your future professional role, and identify the key transition stakeholders, with whom you will collaborate, and the services and/or roles of each. Explain strategies for collaboration with each transition stakeholder you identify.

After you have written your paper, use a review software such as <http://turnitin.com/> to check your paper.

Visual Representation: Develop a graphic organizer/visual representation that visually displays the collaborative relationship of transition stakeholders and their roles. Be creative!

Presentation: You will present to the class a summary of your paper and use your visual representation to guide your discussion.

1. **Rubric and Grading Scale:**

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| --- | --- |
| **Undergraduate Grading and Evaluation** | **Graduate Grading and Evaluation** |
| Pre-Post Course Assessment(2) Quizzes (4) Article Questions/Discussion Learning ActivitiesEB Practices Project**Total Points** | 20200180200400**1000** |  | Pre-Post Course Assessment(2) Quizzes (4) Article Questions/Discussion Learning ActivitiesEBP Practices ProjectCollaborative Practices Project**Total Points** | 20200180200400350**1350** |
| **Grading Scale** |  |  |  |  |
|  900-1000 890-800 790-700 690-600 590- below  | ABCDF |  |  1215-1350 1080-1214 945-1079 944-810 809-below  | ABCDF |

1. **Class Policy Statements:**
2. Participation: Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.
3. **Excused Absences**:  Students are granted excused absences from class for the following reasons:  Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays.  Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission.  The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.  Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).
4. **Make-Up Policy:**Arrangement to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences.  Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.  The format of the make-up exam will be online via Canvas.
5. Written Assignments are expected to be prepared using word processing software (or other assignment appropriate software e.g., Powerpoint), grammatically accurate, and free of spelling and typographical errors. Papers should be written in accordance with the latest edition of the American Psychological Association (APA) Publication Manual. Assignments are to be of a quality that would be expected of a professional.

Assignments must be turned in the day the assignment is due and during the regularly scheduled class time on Canvas. All assignments should be posted on Canvas under there corresponding Assignment link. Please do not email assignments. Also, assignments must be turned in by the student completing the assignment. **No late assignments** will be accepted unless accompanied by an excuse approved by the university.

1. **Disability Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. To set up the meeting, please contact the instructor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
2. Honesty Code:  All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) will apply to this class.  All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
3. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
4. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality