

AUBURN UNIVERSITY
DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING/
SCHOOL PSYCHOLOGY
Course Syllabus

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| 1. Course Number: | RSED 5170/6170/6176 | |
| Course Title: | Transition from School to the Community | |
| Credit Hours: | 3 Semester Hours | |
| Prerequisites: | Departmental approval | |
| Corequisites: | None | |
| Instructor: | Karen Rabren, Ph.D. | Graduate Assistant: Courtney Dotson |
| Office Location: | 1234C Haley Center <u>or</u> 107 Ramsay Hall | 100A Ramsay Hall |
| Phone/E-mail: | 844-2082 or 844-5935 rabreks@auburn.edu | 844-5918 ckd0004@auburn.edu |
| Office Hours: | Haley Center Tuesdays 1:00 - 3:45 p.m. Wednesdays 1:00- 3:45 p.m. ----- Ramsay Hall Thursdays, 8:00-12:00 | Ramsay Hall Tuesdays 1:00 - 3:45 p.m. Thursdays & Fridays 1:00 - 3:45 p.m. |

(other times by appointment)

2. Date Syllabus Prepared: Updated December 2010

3. Text or Major Resources:

Test, D. W., Aspel, N. P., & Everson, J. M. (2006). *Transition methods for youth with disabilities*. Upper Saddle River, NJ: Pearson

Mastering the Maze

(<https://docs.alsde.edu/documents/65/Mastering%20the%20Maze%202010.pdf>)

Auburn Transition Leadership Institute, Training in Transition Modules (TNT)

(https://fp.auburn.edu/institute/TNT/TNT_Home.asp)

Selected Readings:

- (1) Halpern, A. S. (1992). Transition: Old wine in new bottles. *Exceptional Children*, 58), 202-211.
- (2) Test, D.W., Fowler, C.H., Richther, S.M., 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.
- (3) Halpern, A. S. (1993). Quality of life as a conceptual framework for evaluating transition outcomes. *Exceptional Children*, 59, 486-498.
- (4) Cartledge G. & Kourea, L. (2008). Culturally responsive classrooms for culturally diverse students with and at risk for disabilities. *Exceptional Children*, 74, 351-371.

- (5) 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.
- (6) Capizzi, A. M., (2008, Sept/Oct). From assessment to annual goal: Engaging a decision-making process in writing measurable IEPs. *Teaching Exceptional Children*, 18-25.
- (7) Sitlington, P. L. (1996). Transition to living: The neglected component of transition. *Journal of Learning Disabilities*, 29, 31-40.
- (8) Kellems, R.O. & Morningstar, M.E. (2009). Tips for transition. *Exception Children*, 43, 60-68.

4. Course Description: This course is an introduction to the transition process of youth with disabilities from school to adulthood.

5. Course Objectives:

1. Understand the history and evolution of the transition movement from 1960's to the present.
2. Recognize elements common to the various transition movements.
3. Describe the prevalent models of transition.
4. Identify special education and rehabilitation legislation related to transition.
5. Organize community transition teams with an emphasis on the interdisciplinary nature of such teams [34 (1)(a)8, 34 (1)(b)3, 34 (1)(b)5, 36 (1)(a)2].
6. Develop appropriate assessment programs (both traditional and functional) for secondary youth in transition programs.
7. Demonstrate knowledge of the acquisition, generalization, and maintenance of skills as facilitated by: various programs (school-based and work-based), curricula (general academic and functional life skills, community-focused), and service options (educational, residential, vocational and leisure), [35(1)(a)2].
8. Identify skills and services which students need as they make the transition from school to the community, including community living, the world of work, and continuing education [34(1)(a)3].
9. Design an Individualized Education Program for Transition [34 (1)(a)3, 34 (1)(b)3, 34 (1)(b)5, 36 (1)(a)2].
10. Identify adult service options for students with disabilities and the policy which drives each service [34 (1)(a)3, 36 (1)(a)2].
11. Identify and discuss the current and future issues critical to successful transition programs.
12. Demonstrate awareness of resource agencies which provide personnel and services for improving and strengthening educational programs for exceptional students; [34(1)(a)8].

6. Course Content & Schedule:

| Week | Course Objectives | Weekly Topic | Reading Assignment | Written Assignment & Due Date |
|---------------|---|--|---|---|
| 1 T, 1/18 | 1, 2, 3 | Introduction and Overview to the Course | | |
| 2 T, 1/25 | 4, 7, 11 | History and Legislation | Chapter 1 Article 1: Halpern, 1992 | TNT Module 1 Foundations of Transition |
| 3 T, 2/01 | 7, 8 | Definitions, Models, and Best Practices | Chapter 2 Article 2: Test et al., 2009 Mastering the Maze | |
| 4 T, 02/08 | 7, 8 | Student Self-Determination Family Involvement | Article 4: Cartledge, 2008 Article 5: Wehmeyer, 2004 | Exam 1 Chapters 1, 2, Readings and Notes |
| 5 T, 02/15 | 6 | Assessing for Transition | Chapter 3 Article 3: Halpern, 1993 | |
| 6 T, 02/22 | 7, 8, 9 | Planning for Transition | Chapter 4 Mastering the Maze Article 8: Kellems & Morningstar (2009) | Assessment for Transition Assignment |
| 7 T, 03/01 | 7, 8, 9 | Planning for Transition | Chapter 4 Mastering the Maze | TNT Module 2 Assessment in Transition GRADUATE STUDENTS ONLY Articles for Annotated Bibliography |
| 8 T, 03/08 | Alabama Transition Conference Attendance at Conference with Assigned Activities <u>or</u> Article Summary | | | |
| 9 T, 03/15 | Spring Break | | | |

| Week | Course Objectives | Weekly Topic | Reading Assignment | Written Assignment & Due Date |
|----------------|-------------------|--|---|---|
| 10 T, 03/22 | 5, 10, 12 | Interagency Collaboration | Chapter 6 Article 6: Capizzi, 2008 | EXAM 2 Chapters 3, 4 Readings and Notes |
| 11 T, 03/29 | 5, 10, 12 | Interagency Collaboration | | |
| 12 T, 04/05 | 7, 8 | Transition to Post Secondary Education | Chapter 5 | GRADUATE STUDENTS ONLY Annotated Bibliography |
| 13 T, 04/12 | 7, 8 | Transition to Community-Based/ Employment-Based Preparation | Chapter 7, 8 | |
| 14 T, 04/19 | 7, 8 | Transition to Community Independent Living and Community Participation | Chapter 9 -10 Article 7: Sitlington, 1996 | Transition Planning Project & In Class Mock IEPs |
| 15 T, 04/26 | | | | Exam 3 Chapters 5-10 Readings and Notes |

NOTE: This schedule is a guide and may be adjusted at the discretion of the instructor(s). Also, guest speakers may make presentations to this class based on their availability. They will provide valuable information on select topics that reflect current and pertinent practices in the field of transition. As such, information they present is considered to be part of the content for this course and subject to evaluation.

7. Course Requirements/Evaluation:

Assignments/Exams:

- A. Three exams.** Examinations will be a combination of objective and short answer items **20 points each**).
- B. Assessment for Transition (8 points):** Identify a young adult between the ages 14-22 (preferably with a disability) and administer **two** versions of the Transition Planning Inventory-Updated Version (TPI-UV).
- 1- Student version with someone (preferably with a disability) **and**
 - 2- Home version with this person's parents/guardians **or**
 - 3- School version

Score the chosen two versions of the TPI-UV you administered. Write a 3-page comprehensive summary of the results of your assessments.

C. TNT Modules I, II: Complete the online registration for TNT training modules I and II, “Foundations of Transition”, “Assessment for Transition” by going to the Auburn Transition Leadership Institute, Training in Transition Modules (TNT) web site: (https://fp.auburn.edu/institute/TNT/TNT_Home.asp). Follow the directions for completing each of the training modules. **(TOTAL, 8 points, 4 points each)**

D. Transition Planning Project: (20 points). The cumulative project for this course a review and development of the transition planning process. This project includes three parts: (1) describing the purpose of transition planning, (2) developing an IEP, and (3) determining needed adult linkages (e.g., vocational rehabilitation).

Part I- Purpose of Planning

Describe the overall purpose of transition planning and why it is important for students with disabilities. (1-2 paragraphs)

Part II- Individualized Education Program for Transition

Develop an Individualized Education Program (IEP) using the information in the case study provided and in your assignment folder on Blackboard.

Part III- Adult Service Linkages- Vocational Rehabilitation Services

Write a summary of the steps involved in the referral process and becoming eligible for vocational rehabilitation services. Identify an appropriate employment goal for the case study student’s IPE. Indicate the reason for selecting the employment goal.

E. Annotated Bibliography (GRADUATE STUDENTS ONLY). Create an annotated bibliography of **10** transition-related articles from referred professional journals. Provide a **brief description** of 150-200 words of each article and **evaluative statement(s)** of the article. This evaluation must be specific. General statements such as, “This is a good article” are not appropriate. Be sure to provide an APA citation above each description. The paper must be typed, double spaced, and in 12 point font **(TOTAL 25 points)**.

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|--|---|-------------------------|
| List of Articles to be use for Annotated Bibliography | = | 5 points |
| Annotated Bibliography | = | <u>20 points</u> |
| TOTAL | = | 25 points |

8. Rubric and Grading Scale:

| Undergraduate Grading and Evaluation | | Graduate Grading and Evaluation | |
|---|------------|---|------------|
| Examination I | 20 | Examination I | 20 |
| Examination II | 20 | Examination II | 20 |
| Examination III | 20 | Examination III | 20 |
| TNT Modules I, II | 8 | TNT Modules I, II | 8 |
| Assessment for Transition | 8 | Assessment for Transition | 8 |
| AL Transition Conf. <u>or</u> Article Summary | 4 | AL Transition Conf. <u>or</u> Article Summary | 4 |
| Transition Planning Project | <u>20</u> | Transition Planning Project | 20 |
| | | Annotated Bibliography | <u>25</u> |
| Total Points | 100 | Total Points | 125 |

| | | | |
|----------|---|----------|---|
| 90-100 | A | 112-125 | A |
| 89-80 | B | 111-100 | B |
| 79-70 | C | 99-87 | C |
| 69-60 | D | 86-75 | D |
| 59-below | F | 74-below | F |

Course Evaluation: Student perception and evaluation of the course is valued by the instructor, the department, and the university. There are specific methods for obtaining student perception and evaluation of the course requested. These evaluation procedures are both formative and summative in nature.

9. Class Policy Statements:

- A. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
- B. 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 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 *Tiger Cub* for more information on excused absences.
- C. Make-Up Policy: Arrangement to make up a 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 of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
- D. Written Assignments are expected to be prepared using word processing software, grammatically accurate, and free of spelling and typographical errors. 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. Also, assignments must be turned in by the student completing the assignment. **No late assignments** will be accepted unless accompanied by a university approved excuse.

If a student misses turning in an assignment and has a university approved excuse, he or she will have **one week** from the time he or she returns to class to turn in the assignment.

- E. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. 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.
- F. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).
- G. 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.
- H. 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

Note: Auburn University Policy on Classroom Behavior: . . . Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions . . . Students have the responsibility of complying with behavioral standards. . . Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun, eating or drinking, use of tobacco products, monopolizing discussion, persistent speaking out of turn, distractive talking, including cell phone usage, audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor, refusal to comply with reasonable instructor directions, employing insulting language or gestures, verbal, psychological, or physical threats, harassment, and physical violence.(See *Tiger Cub*).

- 10. Justification for Graduate Credit:** Students enrolled in RSED 6170 will be required to complete additional coursework (i.e., annotated bibliography) to demonstrate their ability to critically analyze professional literature in the field of transition and to evaluate and report their findings.