

RSED 8060
**Transition from School to
Community**

Spring 2015

Department of Special Education,
Rehabilitation, and Counseling

College of Education
INSTRUCTOR INFORMATION:
Karen Rabren, Ph.D.
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COLLEGE OF EDUCATION



Faculty, staff and students
strive to prepare and be professionals who are:

Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



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AUBURN UNIVERSITY
DEPARTMENT OF REHABILITATION AND SPECIAL EDUCATION
Course Syllabus

1. Course Number: RSED 8060

Course Title: Disabilities and Life Span Transitions
Credit Hours: 3 Semester Hours
Course Meetings: W, 5:00-7:30 p.m. HC 2011
Prerequisites: Departmental approval
Corequisites: None
Instructor: Karen Rabren, Ph.D.
Office Location: 1234C Haley Center | 107 Ramsay Hall
Phone: 844-2082 | 844-5935
E-mail: rabreks@auburn.edu
Office Hours: Haley Center Ramsay Hall
Wednesday, 3:30-4:30 p.m. (by appointment only)
(other times by appointment)

2. DATE SYLLABUS PREPARED: January, 2015

3. TEXT or MAJOR RESOURCES:

TEXT: Flexer, R.W., Baer, R.M, Luft, P., Simmons, T. J. (2013). *Transition planning for secondary students with disabilities* (4th ed.). Boston, MA: Pearson. ISBN: 978-0-13-265811-9

SELECTED READINGS: The following readings found in current professional journals and from national organizations and databases have been identified and made available to you to support your learning in this course.

- Amos, B. (2010). Transition in early childhood through middle school: Laying the foundation. In P. L. Sitlington, D. A., Neubert, G. M. Clark (Eds.). *Transition Education and Services for Students with Disabilities* (5th ed., 108-120). Boston: MA: Merrill.
- Bailey, D., Scarborough, A., Hebbeler, K., Spiker, D., & Mallik, S. (2004). *Family outcomes at the end of early intervention*. National Early Intervention Longitudinal Study. Retrieved from: (https://www.sri.com/sites/default/files/publications/family_outcomes_report_011405_ls.pdf)
- Bertz C. L. & Telfair, J.(2007). Health care transition planning best practices. In C.L. Betz & Nehring W. M. (Eds.) *Adolescents with special health care needs and disabilities*. (pp. 3-20). Baltimore, MA: Brookes
- Browning, P., (1997). Value based practices. *Transition in action for youth and young adults with disabilities*. (pp. 69-81). Montgomery: Wells.
- Chambers, D., Rabren, K., & Dunn, C. (2009). Transition from high school to adult life: A comparison of students with and without disabilities. *Journal of Career Development for Exceptional Individuals*, 32(1), 42-52.
- Fabian, E., & MacDonald-Wilson, K. (2012). Professional practice rehabilitation service delivery systems and related system resources. In R.Parker & J. Patterson (Eds.) *Rehabilitation Counseling: Basics & Beyond* (5th Ed.)(pp.55-84).
- Fraser, R.T., Vandergoot, D., Thomas, D., & Wagner, C., & Christopher, C. (2004). Employment outcomes research in vocational rehabilitation: Implications for rehabilitation counselor (RC) training. *Journal of Vocational Rehabilitation*, 20(2), 135-142.

- Garmston, R. (2005). *How to deliver effective presentations. The presenter's fieldbook: A practical guide.* (2nd edition, pp. 69-118). Norwood, MA: Christopher-Gordon.
- Garmston, R. (2005). To see is to retain. *The presenter's fieldbook: A practical guide.* (2nd edition, pp 181-204). Norwood, MA: Christopher-Gordon.
- Gilmore, D., Bose, J., & Hart, D. (2001). Postsecondary education as a critical step toward meaningful employment: Vocational rehabilitation role. *Research to Practice*, 7 (4). Boston, MA: Institute for Community Inclusion.
http://www.communityinclusion.org/article.php?article_id=44&staff_id=1
- Halpern, A. S. (1992). Transition: Old wine in new bottles. *Exceptional Children*, 58(3), 202-211.
- Halpern, A. S. (1993). Quality of life as a conceptual framework for evaluating transition outcomes. *Exceptional Children*, 59, 486-498.
- Institute of Medicine (IOM). 2007. Secondary conditions and aging with disabilities. *The Future of Disability in America.* . pp. 136-161 Washington, DC: The National Academies Press Retrieved from: http://books.nap.edu/openbook.php?record_id=11898
- Kohler, P.D. (1993). Best practices in transition: Substantiated or implied? *Career Development of the Exceptional Individual*, 16(2), 107-121.
- Kraus, L., Stoddard, S., & Gilmartin, D. (1996). *Chartbook on disability in the United States, 1996.* An InfoUseReport. Washington, DC: U.S. National Institute on Disability and Rehabilitation Research. Retrieved from:
http://www.infouse.com/disabilitydata/disability/appendices_bibliography.php
- Kugler, R., & Thomas, C. (2007). Quality employment services: Where research and practice meet. *MassWorks*, 5. Retrieved from: Boston, MA: Institute for Community Inclusion.
http://www.communityinclusion.org/article.php?article_id=236
- Luecking, R.G., & Crane, K. (December 2002). Addressing the transition needs of youth with disabilities through the WIA system. *Information brief: Addressing trends and developments in secondary education and transition*, 1(6), 1-4.
- Lueking, R. & Wittenburg, D. (2009). Providing supports to youth with disabilities transitioning to adulthood: Case descriptions from the Youth Transition Demonstration. *Journal of Vocational Rehabilitation* 30, 241–251.
- Mazzotti, V. L., Rowe, D. A., Cameto, R., Test, S. Q., Morningstar, M. E.(2013). Identifying and promoting transition evidence-based practices and predictors for success: A position paper of the Division on Career Development and Transition. *Career Development and Transition for Exceptional Individuals*, 36(3), 140-151.
- National Center on Secondary Education and Transition. (March 2003). *Supplemental security income: A bridge to work.* (Parent Brief) University of Minnesota: Author
<http://www.ncset.org/publications/viewdesc.asp?id=937>
- National Council on Disability (2008). The Rehabilitation Act: Outcomes for transition-age youth. Retrieved from: <http://www.ncd.gov/publications/2008/10282008>
- National Secondary Transition Technical Assistance Center (n.d.) *Evidenced-based Secondary Transition Practices.* Retrieved from:
http://www.nsttac.org/ebp/evidence_based_practices.aspx
- National Secondary Transition Technical Assistance Center (n.d.). *Age appropriate transition assessment guide.* Retrieved from:
http://www.education.nh.gov/instruction/special_ed/documents/age_app_trans_assess.pdf
- Neubert, D. A & Leconte, P. J. (2013). Age-appropriate transition assessment: The position paper of the division on Career Development and Transition. *Career Development and Transition for Exceptional Individuals*, 36(2), 72-83.
- Oertle, K., & Trach, J. (2007). Interagency collaboration: The importance of rehabilitation professionals' involvement in transition. *Journal of Rehabilitation*, 73(3), 36-44.
- Parent Advocacy Coalition for Educational Rights (n.d.). ADA and transition: Q & A. *Center of Expertise.* Minneapolis: Author. (<http://www.pacer.org/parent/php/php-c51j.pdf>)

- Parent Advocacy Coalition for Educational Rights (n.d.). Workforce Investment Act of 1998. Minneapolis: Author. (<http://www.pacer.org/tatra/legislation/workforce.asp>)
- Podmostko, M. (2007). *Tunnels and cliffs: A guide for workforce development practitioners and policymakers serving youth with mental health needs*. Washington, DC: National Collaborative on Workforce and Disability for Youth, Institute for Educational Leadership.
- Rosenkoetter, S., Schroeder, C., Rous, B., Hains, A., Shaw, J., & McCormick, K. (2009). A review of research in early childhood transition: Child and family studies. (Technical Report #5). Lexington: University of Kentucky, Human Development Institute, National Early Childhood Transition Center.
- Rosenkoetter, S.E., Whaley, K.T., Hains, A.H., & Pierce, L. (2001). The evolution of transition policy for young children with special needs and their families: Past present and future. *Topics in Early Childhood Special Education*, 21(1), 3-15.
- Rous, B. & Hallam, R. (2012). Transition services for you children with disabilities: Research and future directions. *Topics in Early Childhood Special Education*, 31(4) 232–240.
- Rous, B. (2008). *Recommended transition practices for young children and families: Results from a national validation survey*. (Technical Report #3). Lexington: University of Kentucky, Human Development Institute, National Early Childhood Transition Center. Retrieved from: <http://www.ihdi.uky.edu/nectc/>.
- Rowe, D. A., Alverson, C. Y., Unruh, D. K., Fowler, C. h., Kellems, R>, & Test, D. W. (2014). A Delphi study to operationalize evidence-based predictors in secondary transition *Career Development and Transition for Exceptional Individuals*, 36(3), 140-151
- Shandra, C. & Hogan, D. (2008). School-to-work program participation and the post-high school employment of young adults with disabilities. *Journal of Vocational Rehabilitation* 29, 117–130.
- Sitlington, P.L., Neubert, D. A., Clark, G. A. (2010). Legislative foundations. *Transition education and services for students with disabilities* (5th ed., 27-54). Boston: MA: Merrill.
- Test, D., & Cease-Cook, J. (2012). Evidence-based secondary transition practices for rehabilitation counselors. *Journal of Rehabilitation*, 78(2), 30-38.
- 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.
- The Study Group Inc. (2007). *An assessment of transition policies and practices in state vocational rehabilitation agencies*. Washington, DC: Rehabilitation Services Administration, Office of Special Education and Rehabilitative Services, U.S. Department of Education.
- Timmons, J.C. (January, 2007). Models of Collaboration and Cost Sharing in Transition Programming. *Information Brief*, 6 (1). *National Center on Secondary Education and Transition*. Retrieved from: <http://www.ncset.org/publications/viewdesc.asp?id=3447>
- United States Government Accounting Office. (July 2012). *Students with disabilities: Better federal coordination could lessen challenges in the transition from high school*. Washington, DC: Author. Retrieved from: <http://www.gao.gov/assets/600/592329.pdf>
- Weissenstein, M. (December 19, 2012) Latin Americans rank happiest people on planet. Associated Press. Retrieved from: <http://www.usnews.com/news/world/articles/2012/12/19/poll-says-latin-americans-most-positive>
- White, J., & Weiner, J. (2004). Influence of least restrictive environment and community based training on integrated employment outcomes for transitioning students with severe disabilities. *Journal of Vocational Rehabilitation*, 21, 149–156.

Websites:

- Bruns, D.A., & Fowler, S.A. (2001). Transition is more than a change in services: The need for a multicultural perspective. *Culturally and Linguistically Appropriate Services, Early Childhood*

Research Institute--Technical Report #4 (<http://clas.uiuc.edu/techreport/tech4.html>)
 Cornell University, ILR School, Employment and Disability Institute (<http://www.ilr.cornell.edu/edi/>)
 National Early Intervention Longitudinal Study. *Results Experienced by Children and Families 1 Year after Beginning Early Intervention* (2002). (<http://www.sri.com/neils>)
 National Secondary Transition Technical Assistance Center (n.d.) *Evidenced-based Secondary Transition Practices* (http://www.nsttac.org/ebp/evidence_based_practices.aspx)
 National Longitudinal Transition Study-2 (n.d.) NLTS2 FAQ. (<http://nlts2.org>)
 National Longitudinal Transition Study 2012 (<http://ies.ed.gov/ncee/nlts/>)
 Special Education Elementary Longitudinal Study (n.d.). SEELS FAQ. (<http://seels.net>)

4. **COURSE DESCRIPTION** (AU Graduate School Bulletin): Advanced study of historical, legal, legislative, philosophical, and service delivery issues and trends in transition with emphasis on research studies and programs.
5. **COURSE OBJECTIVES:** The content of the course is divided into 4 sections. The course begins with an introduction and overview of the foundation for transition in the fields of education and rehabilitation, with a focus on definitions, models, and goals. Students will become knowledgeable about the legislation and rules and regulations governing transition-related efforts. The second part of the course focuses on effective practices in transition. The third area of content covered in the course addresses issues related to specific types of transitions related to disability across the lifespan. The courses concluding fourth part addresses research issues in transition and presents examples of a systematic approach for evaluating transition outcomes.

After completion of this course the student should be able to:

1. Discuss the history of and rationale for transition services
2. Demonstrate knowledge of federal/state regulations and service models related to transition programming
3. Identify and discuss key issues at major life span transition
4. Demonstrate knowledge of effective practices in lifespan transitions
5. Demonstrate knowledge of educational, rehabilitation, and other reform efforts and their impact on lifespan transitions
6. Identify and describe ways in which to evaluate the effectiveness of transition programs and research issues in transition
7. Identify the various agencies involved in the transition process, describe their roles, and list strategies for working together cooperatively
8. Discuss empowerment as it relates to major life span transitions
9. Write a white paper on a lifespan transition

As well, students will participate in experiences that allow them to:

10. Improve their oral communication and presentation skills
11. Improve their writing skills
12. separately

6. COURSE CONTENT & SCHEDULE:

Week/Date	Topics	Assignment
Wk 1 Jan. 14	Course Overview A Lifespan View of Transition	Introduction and Framework for Transition Text: Chapter 1 Flexer, R., & Baer, R. (2013). A framework for positive outcomes. In R Flexer, R. Baer, P. Luft, & T. Simmons (Eds.). <i>Transition planning for secondary students with disabilities</i> . (4 th ed., pp. 3-21). Boston, MA: Pearson. Selected Readings: Browning, B.L., (1997). Value based practices. <i>Transition in action for youth and young adults with disabilities</i> . (pp. 69-81). Montgomery: Wells.
Wk 2 Jan. 21	Transition Definition, Models, Goals, and Timeline <i>Group time for timeline activity</i>	Discussion on Quality of Life using Halpern, Weissenstein, and others Selected Readings: Halpern, A. S. (1992). Transition: Old wine in new bottles. <i>Exceptional Children</i> , 58(3), 202-211. Halpern, A. S. (1993). Quality of life as a conceptual framework for evaluating transition outcomes. <i>Exceptional Children</i> , 59, 486-498. Weissenstein, M. (December 19, 2012) Latin Americans rank happiest people on planet. Associated Press. Retrieved from: http://www.usnews.com/news/world/articles/2012/12/19/poll-says-latin-americans-most-positive
Wk 3 Jan. 28	Introduction to Transition in Early Intervention and Early Childhood Special Education	Discussion on Early Intervention and Early Childhood Special Education Selected Readings: Amos, B. (2010). Transition in early childhood through middle school: Laying the foundation. In P. L. Sitlington, D. A., Neubert, G. M. Clark (Eds.). <i>Transition Education and Services for Students with Disabilities</i> (5 th ed., 108-120). Boston: MA: Merrill. Bailey, D., Scarborough, A., Hebbeler, K., Spiker, D., & Mallik, S. (2004). <i>Family outcomes at the end of early intervention</i> . National Early Intervention Longitudinal Study. Retrieved from: (https://www.sri.com/sites/default/files/publications/family_outcomes_report_011405_ls.pdf) Rosenkoetter, S., Schroeder, C., Rous, B., Hains, A., Shaw, J., & McCormick, K. (2009). A review of research in early childhood transition: Child and family studies. (Technical Report #5)). Lexington: University of Kentucky, Human Development Institute, National Early Childhood Transition Center.

Week/Date	Topics	Assignment
		<p>Rosenkoetter, S.E., Whaley, K.T., Hains, A.H., & Pierce, L. (2001). The evolution of transition policy for young children with special needs and their families: Past present and future. <i>Topics in Early Childhood Special Education</i>, 21(1), 3-15.</p> <p>Rous, B. & Hallam, R. (2012). Transition services for you children with disabilities: Research and future directions. <i>Topics in Early Childhood Special Education</i>, 31(4) 232–240.</p> <p>Rous, B. (2008). <i>Recommended transition practices for young children and families: Results from a national validation survey</i>. (Technical Report #3). Lexington: University of Kentucky, Human Development Institute, National Early Childhood Transition Center. Retrieved from: http://www.hdi.uky.edu/nectc/Libraries/NECTC_Papers_and_Reports/Technical_Report_3.sflb.ashx.</p>
Wk 4 Feb. 4	Transition Models (Continued) & Legislation	<p>DUE - Transition Timeline Group Activity</p> <p>Text: Chapter 2</p> <p>Flexer, R., & Baer, R. (2013). Transition legislation and models. In R Flexer, R. Baer, P. Luft, & T Simmons (Eds.). <i>Transition planning for secondary students with disabilities</i>. (4th ed., pp. 22-24). Boston, MA: Pearson.</p> <p>Selected Readings:</p> <p>Parent Advocacy Coalition for Educational Rights (n.d.). ADA and transition: Q & A. <i>Center of Expertise</i>. Minneapolis: Author. Retrieved from: http://www.pacer.org/parent/php/php-c51j.pdf.</p> <p>Parent Advocacy Coalition for Educational Rights (n.d.). Workforce Investment Act of 1998. Minneapolis: Author. (http://www.pacer.org/tatra/legislation/workforce.asp)</p> <p>Polloway, E., Smith, D., Patton, J., & Smith, T. (1996). Historic changes in mental retardation and developmental disabilities. <i>Education and Training in Mental Retardation and Developmental Disabilities</i>, 31, 3-12.</p> <p>Sitlington, P.L., Neubert, D. A., Clark, G. A. (2010). Legislative foundations. <i>transition education and services for students with disabilities</i> (5th ed., 27-54). Boston: MA: Merrill.</p>
Wk 5 Feb. 11	Transition Practices	<p>QUIZ 1 – Definition, Models, and Legislation</p> <p>DUE - Discussion on Challenges in Transition (using GAO report, your experience, other readings, etc.)</p> <p>Selected Readings:</p> <p>Fabian, E., & MacDonald-Wilson, K. (2012). Professional practice rehabilitation service delivery systems and related system resources. In R. Parker & J. Patterson (Eds.) <i>Rehabilitation Counseling: Basics & Beyond</i> (5th Ed.)(pp.55-84).</p>

Week/Date	Topics	Assignment
		<p>Kohler, P.D. (1993). Best practices in transition: Substantiated or implied? <i>Career Development of the Exceptional Individual</i>, 16(2), 107-121.</p> <p>Kugler, R., & Thomas, C. (2007). Quality employment services: Where research and practice meet. <i>MassWorks</i>. 5. Boston, MA: Institute for Community Inclusion. Retrieved from: http://www.communityinclusion.org/article.php?article_id=236</p> <p>National Secondary Transition Technical Assistance Center (n.d.) <i>Evidenced-based secondary transition practices</i>. Retrieved from: http://www.nsttac.org/ebp/evidence_based_practices.aspx</p> <p>Rowe, D. A., Alverson, C. Y., Unruh, D. K, Fowler, C. H., Kellems, R., & Test, D. W. (2014). A Delphi study to operationalize evidence-based predictors in secondary transition <i>Career Development and Transition for Exceptional Individuals</i>, 36(3), 140-151.</p> <p>Test, D., & Cease-Cook, J. (2012). Evidence-based secondary transition practices for rehabilitation counselors. <i>Journal of Rehabilitation</i>, 78(2), 30-38.</p> <p>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. <i>Career Development for Exceptional Individuals</i>, 32, 115-128.</p> <p>The Study Group Inc. (2007). <i>An assessment of transition policies and practices in state vocational rehabilitation agencies</i>. Washington, DC: Rehabilitation Services Administration, Office of Special Education and Rehabilitative Services, U.S. Department of Education.</p> <p>Timmons, J.C. (January, 2007). Models of Collaboration and Cost Sharing in Transition Programming. <i>Information Brief</i>, 6 (1). <i>National Center on Secondary Education and Transition</i>. Retrieved from: http://www.ncset.org/publications/viewdesc.asp?id=3447</p> <p>United States Government Accounting Office. (July 2012). <i>Students with disabilities: Better federal coordination could lessen challenges in the transition from high school</i>. Washington, DC: Author. Retrieved from: http://www.gao.gov/assets/600/592329.pdf</p>
Wk 6 Feb. 18	Transition Practices (continued) and Making Effective Presentations	<p>DUE - Two Articles Posted to Canvas for Class Presentation and Discussion</p> <p>DUE - Discussion on Challenges in Transition (continued) (using GAO report, your experience, other readings etc.)</p> <p>Selected Readings</p> <p>Garmston, R. (2005). How to deliver effective presentations. <i>The presenter's fieldbook: A practical guide</i>. (2nd edition, pp. 69-118). Norwood, MA: Christopher-Gordon.</p> <p>Garmston, R. (2005). To see is to retain. <i>The Presenter's Fieldbook: A Practical Guide</i>.</p>

Week/Date	Topics	Assignment
		<p>(2nd edition, pp 181-204). Norwood, MA: Christopher-Gordon.</p> <p>(CONTINUED):</p> <p>Fabian, E., & MacDonald-Wilson, K. (2012). Professional practice rehabilitation service delivery systems and related system resources. In R. Parker & J. Patterson (Eds.) <i>Rehabilitation Counseling: Basics & Beyond</i> (5th Ed.)(pp.55-84).</p> <p>Kohler, P.D. (1993). Best practices in transition: Substantiated or implied? <i>Career Development of the Exceptional Individual</i>, 16(2), 107-121.</p> <p>Kugler, R., & Thomas, C. (2007). Quality employment services: Where research and practice meet. <i>MassWorks</i>. 5. Boston, MA: Institute for Community Inclusion. Retrieved from: http://www.communityinclusion.org/article.php?article_id=236</p> <p>National Secondary Transition Technical Assistance Center (n.d.) <i>Evidenced-based secondary transition practices</i>. Retrieved from: http://www.nsttac.org/ebp/evidence_based_practices.aspx</p> <p>Rowe, D. A., Alverson, C. Y., Unruh, D. K, Fowler, C. H., Kellems, R., & Test, D. W. (2014). A Delphi study to operationalize evidence-based predictors in secondary transition <i>Career Development and Transition for Exceptional Individuals</i>, 36(3), 140-151.</p> <p>Test, D., & Cease-Cook, J. (2012). Evidence-based secondary transition practices for rehabilitation counselors. <i>Journal of Rehabilitation</i>, 78(2), 30-38.</p> <p>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. <i>Career Development for Exceptional Individuals</i>, 32, 115-128.</p> <p>The Study Group Inc. (2007). <i>An assessment of transition policies and practices in state vocational rehabilitation agencies</i>. Washington, DC: Rehabilitation Services Administration, Office of Special Education and Rehabilitative Services, U.S. Department of Education.</p> <p>Timmons, J.C. (January, 2007). Models of Collaboration and Cost Sharing in Transition Programming. <i>Information Brief</i>, 6 (1). <i>National Center on Secondary Education and Transition</i>. Retrieved from: http://www.ncset.org/publications/viewdesc.asp?id=3447</p> <p>United States Government Accounting Office. (July 2012). <i>Students with disabilities: Better federal coordination could lessen challenges in the transition from high school</i>. Washington, DC: Author. Retrieved from: http://www.gao.gov/assets/600/592329.pdf</p>
Wk 7 Feb. 25	<p>Transition Practices (continued)</p> <p>and</p>	<p>DUE - Transition Conference Presentation Practice</p> <p>DUE - Best Practices Individual Paper</p> <p>Text: Chapter 10</p>

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	Transition Conference Practice	<p>Baer, R. & Flexer, R. (2013). Coordinating transition services In R Flexer, R. Baer, P. Luft, & T. Simmons (Eds.). <i>Transition planning for secondary students with disabilities</i>. (4th ed., pp. 227-249). Boston, MA: Pearson.</p> <p>Selected Readings (CONTINUED):</p> <p>Garmston, R. (2005). How to deliver effective presentations. <i>The presenter's fieldbook: A practical guide</i>. (2nd edition, pp. 69-118). Norwood, MA: Christopher-Gordon.</p> <p>Garmston, R. (2005). To see is to retain. <i>The presenter's fieldbook: A practical guide</i>. (2nd edition, pp 181-204). Norwood, MA: Christopher-Gordon.</p>
Wk 8 March 04	Transition Practices	<p style="text-align: center;">ALABAMA TRANSITION CONFERENCE Marriott Grand National Opelika, Alabama Conference Presentations Due According to Assigned Day (No on-campus class meeting this week.)</p>
Wk 9 March 11	Transition Issues and Practices	<p>QUIZ 2 –Effective Practices</p> <p>DUE - Presentation and Class Discussion #1: Consumer Empowerment DUE - Presentation and Class Discussion #2: Employment Preparation & Workforce Development</p> <p>Text: Chapter 12</p> <p>Simmons, T. J., & Flexer, R. W. (2013). Transition to employment. In R Flexer, R. Baer, P. Luft, & T. Simmons (Eds.). <i>Transition planning for secondary students with disabilities</i>. (4th ed., pp. 279-305). Boston, MA: Pearson.</p> <p>Selected Readings:</p> <p>Luecking, R.G., & Crane, K. (December 2002). Addressing the transition needs of youth with disabilities through the WIA system. <i>Information Brief: Addressing Trends and Developments in Secondary Education and Transition</i>, 1(6), 1-4.</p> <p>Oertle, K., & Trach, J. (2007). Interagency collaboration: The importance of rehabilitation professionals' involvement in transition. <i>Journal of Rehabilitation</i>, 73(3), 36-44.</p> <p>Shandra, C. & Hogan, D. (2008). School-to-work program participation and the post-high school employment of young adults with disabilities. <i>Journal of Vocational Rehabilitation</i> 29, 117–130.</p> <p>White, J., & Weiner, J. (2004). Influence of least restrictive environment and community based training on integrated employment outcomes for transitioning students with severe disabilities. <i>Journal of Vocational Rehabilitation</i>, 21, 149–156.</p>

Week/Date	Topics	Assignment
Wk 10 March 18	Transition Issues and Practices (continued)	<p>DUE - Presentation and Class Discussion #3: Postsecondary Education and Training Text: Chapter 11 Webster, D. D. & McMahan Queen, R. (2013). Transition to postsecondary education. In R Flexer, R. Baer, P. Luft, & T. Simmons (Eds.). <i>Transition Planning for Secondary Students with Disabilities</i> (4th ed., pp. 251-278). Boston, MA: Pearson.</p> <p>Selected Readings: Gilmore, D., Bose, J., & Hart, D. (2001). Postsecondary education as a critical step toward meaningful employment: Vocational rehabilitation role. <i>Research to Practice</i>, 7 (4). Boston, MA: Institute for Community Inclusion. http://www.communityinclusion.org/article.php?article_id=44&staff_id=1 Institute of Medicine (IOM). 2007. Secondary conditions and aging with disabilities. <i>The Future of Disability in America</i>. . pp. 136-161 Washington, DC: The National Academies Press Retrieved from: http://books.nap.edu/openbook.php?record_id=11898</p>
March 23-27		SPRING BREAK
Wk 11 April 1	Transition Issues and Practices (continued)	<p>DUE - Presentation and Class Discussion #4: Independent Living, Recreation & Leisure DUE - Presentation and Class Discussion: Mental Health & Health Care Transitions</p> <p>Text: Chapter 13 Baer, R. & Daviso III, A. W. (2013). Independent living and community participation. In R Flexer, R. Baer, P. Luft, & T. Simmons (Eds.). <i>Transition planning for secondary students with disabilities</i>. (4th ed., pp. 306-327). Boston, MA: Pearson.</p> <p>Selected Readings: Podmostko, M. (2007). <i>Tunnels and cliffs: A guide for workforce development practitioners and policymakers serving youth with mental health needs</i>. Washington, DC: National Collaborative on Workforce and Disability for Youth, Institute for Educational Leadership.</p>

Week/Date	Topics	Assignment
Wk 12 April 8	Transition Issues and Practices (continued)	<p>DUE - Presentation and Class Discussion: Health Care Transitions DUE - Presentation and Class Discussion: Social Security DUE - Presentation and Class Discussion: Assessment</p> <p>Text: Chapter 5 Flexer, R., Luft, P., & McMahan Queen, R. (2013). Transition assessment. In R Flexer, R. Baer, P. Luft, & T. Simmons (Eds.). <i>Transition planning for secondary students with disabilities</i>. (4th ed., pp. 95-123.). Boston, MA: Pearson.</p> <p>Selected Readings: Bertz C. L. & Telfair, J.(2007). Health care transition planning best practices. In C.L. Betz & Nehring W. M. (Eds.) <i>Adolescents with special health care needs and disabilities</i>. (pp. 3-20). Baltimore, MA: Brookes.</p> <p>Mazzotti, V. L., Rowe, D. A., Cameto, R., Test, S. Q., Morningstar, M. E.(2013). Identifying and promoting transition evidence-based practices and predictors for success: A position paper of the Division on Career Development and Transition. <i>Career Development and Transition for Exceptional Individuals</i>, 36(3), 140-151.</p> <p>National Secondary Transition Technical Assistance Center (n.d.). <i>Age appropriate transition assessment guide</i>. Retrieved from: http://www.education.nh.gov/instruction/special_ed/documents/age_app_trans_assess.pdf</p> <p>National Center on Secondary Education and Transition. (March 2003). <i>Supplemental security income: A bridge to work</i>. (Parent Brief) University of Minnesota: Author. Retrieved from:.(http://www.ncset.org/publications/viewdesc.asp?id=937)</p>
Wk 13 April 15	Research Issues in Transition	<p>DUE - Presentation and Class Discussion Research Issues Disability</p> <p>Selected Readings: National Secondary Transition Technical Assistance Center (n.d.) <i>Evidence-based practices</i>. Retrieved from: http://nstattac.org/content/evidence-based-practices</p>
Wk 14 April 22	Transition Program Evaluation	<p>DUE - White Paper (informal discussions)</p> <p>Dish Chambers, D., Rabren, K., & Dunn, C. (2009). Transition from high school to adult life: A comparison of students with and without disabilities. <i>Journal of Career Development for Exceptional Individuals</i>, 32(1), 42–52.</p>

Week/Date	Topics	Assignment
		Kraus, L., Stoddard, S., & Gilmartin, D. (1996). <i>Chartbook on disability in the United States, 1996</i> . An InfoUseReport. Washington, DC: U.S. National Institute on Disability and Rehabilitation Research. Retrieved from: http://www.infouse.com/disabilitydata/disability/appendices_bibliography.php National Council on Disability (2008). The Rehabilitation Act: Outcomes for transition-age youth. Retrieved from: http://www.ncd.gov/publications/2008/10282008
Wk 15 April 29	Research Issues in Transition	DUE - White Paper (informal discussions) Dish

* *This schedule is a guide and may be adjusted at the discretion of the instructor.*

7. COURSE REQUIREMENTS/EVALUATION:

A. **Quizzes:** You will take **2 quizzes**. The content of the quizzes will be related to basic concepts and legal and procedural aspects related to transition. The purpose of the quizzes is to help you commit to memory key information/concepts that will provide a foundation for the content covered throughout the rest of the semester. **Each quiz will be worth 5 points for a total of 10 points.**

B. Assignments:

a) **Transition Timeline Group Activity.** In assigned groups, students will summarize the events related to transition that occurred during their assigned time period. To be considered are social context, legislation, and practices. Groups may present their timeline in any format they wish – be creative (e.g., poster, Powerpoint presentation, skit, song, etc.). Be sure to provide a handout that summarizes key information. This assignment is worth **5 points**.

b) **“Best Practices” Paper.** From assigned and other readings, class discussions, and professional experiences, students will submit a 4-page paper that discusses the issue of a “best practice” and identifies five best practices in lifespan transition planning. Students may choose to discuss practices that specifically address issues associated with a particular transition area they are interested in (e.g., development of daily living skills for community living and participation) or general practices (e.g., interagency collaboration) that are relevant across multiple life transitions. APA format should be followed. You will conduct peer reviews of each other’s papers and provide feedback, prior to final submission. This assignment is worth **10 points**.

c) **Transition Conference Presentation-** Students will co-present with their assigned group(s) at the Alabama Transition Conference. The topics and descriptions for these presentations are listed below. The purposes of this assignment is to provide students with experience of presenting at professional conferences as well as to require you to relate what you already know about special education and rehabilitation to the transition process. This assignment is worth **20 points**.

Groups will practice their conference presentations in class on week 7. You will turn in a copy of your slides/handouts and presentation outline with identified presentation responsibilities of group members the day of your “practice” presentation.

Topics/Assignments/Tentative Presentation Times

1) **Betty Schiffer & Christine Ganous, Auburn University- Transition 101
Session 33 // Room 1 // 9:45-10:45 // (day 2)**

Welcome to the world of transition! For newcomers, and for those who want to enhance their basic understanding of transition, this session addresses the foundations of transition and service delivery. Presenters discuss transition models, best practices, and the roles that various key stakeholders take in the transition process.

2) **Sharon Weaver & Tamara Barnes, Auburn University - Workplace
Accommodations Session 16 // Room 21:45-2:45 // (day 1)**

This presentation discusses how successful work experiences for young employees requires developing and using appropriate attitudes, skills, and behaviors. In this session you learn what you can do to help students as they prepare to enter the workplace and

engage in interviewing, negotiating, requesting assistance and seeking a mentor.

3) **Justin Allen & Rahman Bell, Auburn University - Advocacy in Transition
Session 27 // Room 1 // 8:45-9:45 // (day 2)**

This presentation highlights how the rights of persons with disabilities have been championed by advocates and self-advocates. The background of the disability rights movement are reviewed and the skills needed to be effective advocates or self-advocates are discussed.

4) **WORKSHOP VII // Grand Ballroom 8:15-10:15 // (day 3)
2015 Alabama Transition Updates: New IEP, Pathways, and Career and Technical Education**

Conference attendees are provided with an overview of the 2015 Alabama Transition updates associated with the new Individualized Education Program (IEP), the diploma pathways, and career and technical education requirements. This workshop includes an overview of new information as well as current practices in reference to effective development of transition plans and delivery of services for students with disabilities to improve post-school outcomes. This training is intended for all transition stakeholders: students, parents, administrators, educators, job coaches, rehabilitation and mental health professionals, and employers. *Philip Cleveland, Curtis Gage, & Alicia Hodge, Alabama State Department of Education*

Suggested resource for this project:

Garmston, R. (2005). *The presenter's fieldbook: A practical guide*. (2nd edition). Norwood, MA: Christopher-Gordon. (ISBN 1-92024-88-6)

Chapters 3 and 6 of this book are provided for you on Canvas.

- d. **Disability and Lifespan Transition Practices Class Presentations and Discussions** You will prepare a presentation on an assigned topic related to disabilities and lifespan transitions.

Presentation Requirements: (12 points) Your presentation should be 20-25 minutes. Generally, your presentation should include (a) a definition/explanation of practice; (b) related legislation, if applicable; (c) issues; (d) strategies; (e) future directions; and (f) other, if applicable. You will provide the class with a handout that should provide an overview of topic and resource.

Group-led Class Discussion Requirements: (8 points) You will lead a 20-minute discussion on your topic (See list below). There are two parts to this assignment for groups leading the discussion (1) posting of articles, and (2) group-led class discussion.

1-Two Articles Posted to Canvas (2 points). You will select two journal articles/reports/other that relate to your group's discussion topic area and provide an electronic version of the articles to be posted to Canvas by **Week 6**. (1 point each)

2-Group-led Discussion (6 points) – This discussion should provide a broad overview of the topic assigned and be supported by details from the two articles chosen by the group to share with the class. After the presentation, the student will then lead a discussion on the topic. The discussion should be engaging and elicit the participation of other members of the class. This is not a presentation. The presenter should identify at least three questions from the articles shared with the class in order to prompt discussion. The class discussion should last 20 minutes.

There are also audience requirements for those who will be participating in the discussion.

Audience Requirements (3 class participation points across all presentations) - All students will come to class prepared to discuss the readings posted by the presenters and contribute to class discussion on the identified topics. You should bring two questions/issues to class that relate the topic to be discussed.

This assignment is worth **25 points total**.

Class Presentations and Discussions Topics

1. Consumer Empowerment
2. Employment Preparation & Workforce Development
3. Postsecondary Education and Training
4. Independent Living, Recreation & Leisure
5. Mental Health & Health Care Transitions
6. Assessment
7. Research Issues Disability

- e) **White Paper** A white paper is an authoritative report or guide that is focused toward a particular issue or problem. "White papers are used to educate readers and help people make decisions, and are often requested and used in politics, policy, business, and technical fields. . . . Policy makers frequently request white papers from universities or academic personnel to inform policy developments with expert opinions or relevant research." Sample government white papers can be found at: <http://www.cgi.com/en/view/whitepaper/government>. See outline provided below. Further instructions will be provided as needed. Students are encouraged to ask questions regarding this assignment.

Students will develop a white paper on any topic related to lifespan transitions. The white paper can be on the same topic as the *Disability and Lifespan Transition Practices* presentation and class discussion, or you may choose another topic. Students must complete this topic independently. This assignment is worth **15 points**.

White Paper Outline

- Page 1 – Title page. Includes title of paper (including an abbreviated abstract - one sentence description of the paper), name of the author, organization, contact information and date
- Page 2-4 - Introduction – State the issue/problem and purpose of the paper in the opening paragraph. Be sure to identify the key stakeholders that are impacted by the issue/problem.
Background – Provide a brief description of supporting research.
- Pages 5-8- Solution/Recommendations- This section includes resources and funding needs, implications of implementing your proposed recommendations (i.e., expected outcomes, both positive and negative). Support your solution/recommendations with citations.
- Page 9 - Conclusion – summary of paper and actions needed or next steps.
- Page 10 - References

- f) **In Class Activities & Class Participation**- You are expected to attend class and be fully prepared to participate in class discussions and activities. Students must be in attendance to receive points. Class participation is worth **15 points**.
- g) **Dish (Optional)** - On the last night of class when you will discuss your white paper, you will have the opportunity to bring a dish (food) that reflects something about you (e.g., lifestyle, likes, family traditions). This opportunity is worth **1 bonus point**.

8. STUDENT GRADING & EVALUATION:

Final grades will be based on points assigned through completion and evaluation of course requirements. The grade for each activity will be expressed as the number of points earned (of the potential number assigned to that activity).

Assignment/Activity	Points
Quizzes (2 at 5 pts. ea.)	10
Transition Timeline	5
“Best” Practices Paper	10
Lifespan Transition Practices Presentation & Discussion	25
Conference Presentation	20
White Paper	15
In-Class Activities & Participation	15
TOTAL	100
Dish – Bonus Point	1

Points will be accumulated toward the total number available (100) and grades will be assigned on the basis of number of accumulated points, as follows:

90-100	A
89-80	B
79-70	C
69-60	D
59-below	F

9. **COURSE EVALUATION:** Student perception and evaluation of the course is valued by the instructor, the department, and the university. Three specific methods for obtaining student perception and evaluation of the course are requested. These evaluation procedures are both formative and summative in nature.

10. CLASS POLICIES:

- A. **Attendance:** Class attendance is a professional obligation. As such, students are expected to attend class and participate in class discussions and activities. They are responsible for any content covered in the event of an absence.

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 *Student Policy eHandbook* (auburn.edu/studentpolicies) for more information on excused absences.

- B. Make-Up Policy:** Arrangement to make up a missed 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 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.
- C. Assignments:** All written assignments, unless otherwise noted, are expected to conform to the current style manual of the American Psychological Association (APA). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional.

All assignments must be submitted the day they are due via Canvas prior to the beginning of class.

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.

NOTE: Any assignments completed and/or submitted that do not comply with the above requirements can be returned and will not be accepted for credit.

- D. Class Participation:** As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones ring or when cellphones, laptops or tablets ding and students respond in class, or leave class to respond, it disrupts the class. When students access Facebook and other such social media sites during class, their engagement in class discussions and course material decreases which impacts the learning of all in the class. Therefore, cell phones, laptops, tablets or similar communication devices during scheduled classes should be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class.
- E. 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 *Student Policy eHandbook*
<https://sites.auburn.edu/admin/universypolicies/Policies/PolicyonClassroomBehavior.pdf>).

- F. 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. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me 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).
- G. Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook](#) 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.
- H. 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, an addendum to your syllabus and/or course assignments will replace original materials.
- I. 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, <http://education.auburn.edu/aboutus/conceptfmwrk.html>. 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

11. Justification for Graduate Credit

This course requires extensive analysis of scholarly journal articles in order to conduct a review of literature paper needed to complete the best practices paper and white paper. This analysis requires students to use critical thinking skills to synthesize information from the class with the articles. The conference presentation assignment requires extensive analysis of a particular transition topic in the field. This course also includes two examinations. These course requirements represent a rigorous standard of evaluation consistent with graduate credit.