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 (Lecture 3)

**Instructor: Karen Rabren, Ph.D.**

**Office Location: 1230 Haley Center**

**Phone and Email: 334-844-2082**

rabreks@auburn.edu

**Office Hours:** Monday and Tuesday, 1:30 – 4:30 p.m. **Other times by appointment**

1. **DATE SYLLABUS PREPARED:** January 2020

**Welcome** to this course on examining the transitions that occur throughout the lifespan, and the programs and services available to people with disabilities during these times of change. **You will increase your knowledge and skills and learn how to lead others in providing successful transitions for people with disabilities and their families.**

1. **TEXT or MAJOR RESOURCES:**

There is not a text book. Instead there is acollection of readings, which include book chapters, government reports, research reports, articles, position papers and other relevant readings.

**SELECTED READINGS:** in current professional journals and from national organizations and databases.

Bailey, D. et. al. (2006). Recommended outcomes for families of young children with disabilities. *Journal of Early Intervention, 2*8 (4) 227-251Chambers, 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. doi: 10.1177/0885728808323944

Council for Exceptional Children, Division of Early Childhood (2014). DEC recommended practices. *Promoting Policies, Advancing Practices*. Retrieved from: <https://divisionearlychildhood.egnyte.com/dl/tgv6GUXhVo/>

Flexer, R., & Baer, R. (2013). Transition legislation and models. In R Flexer, R. Baer, P. Luft, & T. Simmons (Eds.). Transition Planning for Secondary Students with Disabilities (4th Ed.).

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.

Landmark, L.J., Ju1, S. & Dalun Zhang, D. (2010). Substantiated best practices in transition: fifteen plus years later. Career Development for Exceptional Individuals, 33(3) 165–176.

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).

Rosenkoetter, S., Schroeder, C., Rouse, B., Halns, 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.

Rouse, 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. Available at <http://www.ihdi.uky.edu/nectc/>.

Rouse, B. & Hallam, R. (2011). Transition services for you children with disabilities: Research and future directions. *Topics in Early Childhood Special Education, 31*(4) 232–240.

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.

Slentz, K. (nd) Early childhood disabilities and special education. *National Association for School Psychologists.* Retrieved from: [file:///C:/Users/rabreks/Downloads/Early\_Childhood\_Disabilities\_and\_Special\_Education.pdf](file:///C%3A%5CUsers%5Crabreks%5CDownloads%5CEarly_Childhood_Disabilities_and_Special_Education.pdf)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.

Wrightslaw (nd). Early Intervention (Part C of IDEA). Retrieved from <https://www.wrightslaw.com/info/ei.index.htm>

**SELECTED 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 (<https://clas.illinois.edu/techreport/tech4.html>).

Early Childhood Techncial Assistance Center (n.d.) *Recommended practices products by topic: Transition*. (<https://ectacenter.org/decrp/topic-transition.asp>).

National Technical Assistance Center on Transition (n.d.) *Effective Practices and Predictors* ([<https://www.transitionta.org/effectivepractices>/](https://www.transitionta.org/))

National Longitudinal Transition Study-2 (n.d.) NLTS2 FAQ. (<http://nlts2.org>).

National Longitudinal Transition Study 2012. (<http://ies.ed.gov/ncee/nlts/>).

PACER Center (n.d.) Early childhood family information and resources. (<https://www.pacer.org/ec/transition-to-kindergarten/transition-from-special-ed-to-kindergarten.asp>).

Special Education Elementary Longitudinal Study (n.d.). SEELS FAQ. (<http://seels.net>).

1. **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.
2. **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 concludes with research issues in transition and presents examples of a systematic approach for evaluating transition outcomes.

After completing this course, you 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.

As well, you will participate in experiences to:

1. Improve your oral communication and presentation skills.
2. Improve your writing skills.
3. **COURSE CONTENT & SCHEDULE\*:**

**Week 1/ Jan. 13**

**Topic:** Course Overview and a Lifespan View of Transition

**Question/Theme:** *What is transition” Why do we need transition services for people with disabilities?*

**Assignment:** Build a Syllabus

**Week 2/ Jan. 20**

**NO CLASS: Martin Luther King, Jr. Holiday**

**Week 3/ Jan. 27**

**Topic:** Quality of Life and Transition Requirements

**Question/Theme:** *What is the foundation for transition services for people with disabilities?*

**Assignment:**

DUE: Canvas - Discussion Question 1 & In-class Discussion Participation and

Annotated Bibliography Submission 1

READINGS:

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.

Flexer, R., & Baer, R. (2013). Transition legislation and models. In R. Flexer, R. Baer, P. Luft, & T. Simmons (Eds.). Transition Planning for Secondary Students with Disabilities (4th Ed.). pp. 22-45.

**Week 4/ Feb. 3**

**Topic:** Introduction to Transition in Early Intervention and Early Childhood Special Education

**Question/Theme:** *What is the foundation for transition services for young children with disabilities?*

**Assignment:**

DUE:Submit Discussion Topic for Approval

Canvas - Discussion Question 2 & In-class Discussion Participation and

Annotated Bibliography Submission 2

READINGS:

[Bailey, D. et. al. (2006). Recommended outcomes for families of young children with disabilities. *Journal of Early Intervention, 28* (4) 227-251.](http://cehs01.unl.edu/ecse/960/bailybruder06.pdf)

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).

Rouse, B. & Hallam, R. (2011). Transition services for you children with disabilities: Research and future directions. *Topics in Early Childhood Special Education, 31*(4) 232–240.

**Week 5/ Feb. 10**

**Topic:** Transition Legislation

**Question/Theme:** *What is the legal foundation for transition services for people with disabilities?*

**Assignment:**

DUE: Canvas - Discussion Question 3 & In-class Discussion Participation and

Annotated Bibliography Submission 3

READINGS:

Flexer, R., & Baer, R. (2013). Transition legislation and models. In R Flexer, R. Baer, P. Luft, & T Simmons (Eds.). Transition Planning for Secondary Students with Disabilities (4th Ed.). pp. 22-45. *(continued)*

Wrightslaw (nd). Early Intervention (Part C of IDEA). Retrieved from <https://www.wrightslaw.com/info/ei.index.htm>

**Week 6/ Feb. 17**

**Topic:** Transition Practices

**Question/Theme:** *What are effective transition practices?*

**Assignment:**

DUE: Canvas - Discussion Question 4 & In-class Discussion Participation and

Annotated Bibliography Submission 4

QUIZ 1-Definition and Models

READINGS:

Council for Exceptional Children, Division of Early Childhood (2014). DEC recommended practices. *Promoting Policies, Advancing Practices*. Retrieved from: <https://divisionearlychildhood.egnyte.com/dl/tgv6GUXhVo/>

Landmark, L. J., Ju1, S. & Dalun Zhang, D. (2010). Substantiated best practices in transition: fifteen plus years later. *Career Development for Exceptional Individuals,* *33*(3) 165–176.

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.

**Week 7/ Feb. 24**

QUIZ 1 –Transition

**Topic:** Transition Practices (continued)

**Question/Theme:** *What are effective transition practices?* (continued)

**Assignment:**

DUE: Canvas - Discussion Question 5 & In-class Discussion Participation and

Annotated Bibliography Submission 5

Class Discussion Presentation Draft Submission

Week 6 readings (continued)

**MID-SEMESTER**

**Week 8/ March 2**

**Topic:** Transition Issues and Practices

**Question/Theme:** *What are special considerations for specific types of lifespan transitions?*

**Assignment:**

DUE: Discussion Leader: Abdullah Abubaker, Topic: Independent Living

Canvas - Discussion Question 6 & In-class Discussion Participation and

Annotated Bibliography Submission 6

**SPRING BREAK: March 9 – 13**

**Week 9/ March 16**

**Topic:** Transition Issues and Practices (continued)

**Question/Theme:** *What are special considerations for specific types of lifespan transitions?* (continued)

**Assignment:**

DUE: Discussion Leader: Tamara Byrd, Topic: Parents with Disabilities with Children with Disabilities

Canvas - Discussion Question 7 & In-class Discussion Participation and

Annotated Bibliography Submission 7

**Week 10/ March 23**

**Topic:** Transition Issues and Practices (continued)

**Question/Theme:** *What are special considerations for specific types of lifespan transitions?* (continued)

**Assignment:**

DUE: Discussion Leader: Erin Noelle Blanton, Topic: Transition Research Issues

Canvas - Discussion Question 7 & In-class Discussion Participation and

Annotated Bibliography Submission 7

**Week 11/ March 30**

QUIZ 2 –Effective Practices

**Topic:** Transition Issues and Practices (continued)

**Question/Theme:** *What are special considerations for specific types of lifespan transitions?* (continued)

**Assignment:**

DUE: Discussion Leader: Shikia Carter, Topic: Support for Parents with Disabilities during Transition

Canvas - Discussion Question 8 & In-class Discussion Participation and

Annotated Bibliography Submission 8

**Week 12/ April 6**

**Topic:** Transition Issues and Practices (continued)

**Question/Theme:** *What are special considerations for specific types of lifespan transitions?* (continued)

**Assignment:**

DUE: Discussion Leader: Amber Smith, Topic: Employment and Occupational Skills

Canvas - Discussion Question 9 & In-class Discussion Participation and

Annotated Bibliography Submission 9

**Week 13/ April 13**

**Topic:** Transition Issues and Practices (continued)

**Question/Theme:** *What are special considerations for specific types of lifespan transitions?* (continued)

**Assignment:**

**Topic:** Post-school Outcomes, Transition Programming, Teacher Preparation for Transition, Transition for Students with Diabetes Mellitus (choose one)

**Question/Theme:** *What are research topics and issues that are/will shaping transition practices?*

**Assignment:**

DUE: Canvas - Discussion Question 9 & In-class Discussion Participation and

Annotated Bibliography Submission 9

 READINGS (choose two)

One from this list

Chambers, D., Rabren, K. & Dunn, C. (2009) Transition from high school to adult life: A comparison of students with and without disabilities. *Career Development of the Exceptional Individual.*

Rabren, K., Carpenter, J., Dunn, C., & Carney J. S. (2014). Actions against poverty: The impact of career technical education. *Career Development and Transition for Exceptional Individuals*. *37*(1), 29-39. doi: 10. 1177/2165143414522091

Eaves, R. C., Rabren, K., & Hall, G. (2012). The post-school outcomes transition survey: A tool for effective decision-making. *Assessment for Effective Intervention*, *38*, 30-39. doi:10.1177/1534508412452751

Dunn, C., Chambers, D., & Rabren, K. (2004). Variables affecting students’ decisions to drop out of school. Remedial and Special EducationRemedial and Special Education**,** *25*(5), 314–323. doi: 10.1177/07419325040250050501

Rabren, K., Dunn, C., & Chambers D. (2002). Predictors of post high school employment among young adults with disabilities. *Journal of Career Development for Exceptional Individuals*, *25*(1), 25–40.

One from this list

National Council on Disability (2008). The Rehabilitation Act: Outcomes for transition-age youth. Accessed at http://www.ncd.gov/newsroom/publications/2008/publications.htm.

Disability Statistics Center. (n.d.). *Finding disability data on the web.* University of California, San Francisco: Disability Statistics Rehabilitation Research and Training Center. (<http://dsc.ucsf.edu/main.php?name=finding_data>)

Disability Statistics Center. (n.d.). *How to use data*. University of California, San Fransisco: Disability Statistics Rehabilitation Research and Training Center. (<http://dsc.ucsf.edu/main.php?name=how_to_use>)

Special Education Elementary Longitudinal Study (n.d.). SEELS FAQ. (<http://seels.net>)

National Longitudinal Transition Study-2 (n.d.) NLTS2 FAQ. (<http://nlts2.org>)

**Week 14/ April 20**

**Assignment:** Course Project DUE

Course Project Presentations In-Class

Bonus Point: Dish Optional

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

1. **COURSE REQUIREMENTS/EVALUATION:**
2. **Quizzes (10 points):** 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 gain knowledge and understanding of key information and concepts that will provide a foundation for course content. **Each quiz will be worth 5 points** for a **total of 10 points.**
3. **Annotated Bibliography (28 points).** You will develop an annotated bibliography of articles according to topics identified for weeks 2-14. Your annotated bibliography will include a list of sources accompanied by a brief (2-3 paragraphs) summary of the article. Summaries should be written in paragraph form and provide a brief overview of the article. Summaries should not be copied from the abstract. They must be written in your own words to avoid plagiarism.
4. **Discussion (34 points - total).** You are expected to attend class and be fully prepared to participate in class discussions and activities. There will two parts to this assignment: Discussion Questions and Participation (24 points) and Discussion Leader (12 points).
	1. **Discussion Questions and Participation (22 points).** After the first week of class, you are expected to submit a discussion question about the readings. You will develop discussion questions for each class as indicated in the class schedule. These discussion questions should be developed from your readings and other related materials prior to the class for which they are assigned.

**No partial credit**will be awarded for this assignment. **All discussion questions** must be submitted to receive credit.

Please review other posts and make sure your question is different or significantly expands on a topic that has already been posted.

* 1. **Discussion Leader (10 points).** You will lead a discussion on a transition practice that you have chosen and received approval. You will identify at least three professional resources on the topic (e.g., professional journal articles, textbooks, chapters from textbooks, no more than one national center website). You will review the questions your peers have provided on the topic and respond to their questions.
1. **Course Project (Choose a, b, c from the list below or approved other – 28 points)**

**Choice a – Lifespan Transition Model**. Re

**Choice b – Lifespan Transition Practice Resource Guide**

**Choice c – Lifespan Transition Assignment Development**

Other Approved

**Dish (Optional).** On the last night of class, you will have the opportunity to bring a dish (food) that reflects something about you (e. g., lifestyle, likes, and/or family traditions). This opportunity is worth **1**

1. **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**

(2) Quizzes (5 points each) 10

Course Project 28

(Choose a, b, c, or approved other)

Annotated Bibliography 28

Discussion Questions/ 34

In-Class Participation 100

Dish – Optional Bonus Point 1

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

 90-100 A

 89-80 B

 79-70 C

 69-60 D

 59-below F

1. **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.
2. **CLASS POLICIES:**
3. **Attendance:** Class attendance is a professional obligation. As such, you are expected to attend class and participate in class discussions and activities. You are responsible for any content covered in the event of an absence.

You are granted ***excused absences*** from class for the following reasons: you are ill or serious illness of a member of your immediate family, the death of a member of your 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. At my discretion, verified absences may be excused under unusual circumstances (see [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/)). In order for the absence to be considered excusable, however, I must be in receipt of the documentation within seven days from the class in which the absence occurred. When feasible, you should notify me 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. There will be weekly in-class activities and/or quizzes. You will not be allowed to make up quizzes or assignments for unexcused absences.

1. **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 you within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as your continued absence 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 you miss turning in an assignment and have a university approved excuse, you will have **one week** from the time you return 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, you have a responsibility to other students who are members of the community. When cell phones or pagers ring and you respond in class or leave class to respond, it disrupts the class. When you access Facebook and other such sites during class, your engagement in class discussions and course material decreases, impacting 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 disabled or silent (vibrate) mode and ordinarily should not be taken out during class, unless otherwise directed.

**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](http://www.auburn.edu/student_info/student_policies/)).

1. **Disability Accommodations:** If you need accommodations in class, as provided by the Americans with Disabilities Act, you should arrange for a confidential meeting with me during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). You must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If you do not have these forms, you should make an appointment with the Office of Accessibility, 1288 Haley Center at 844-2096 (V/TT).
2. **Academic Honesty Policy:** 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 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.
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, an addendum to your syllabus and/or course assignments will replace 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
1. **Justification for Graduate Credit**

This course requires extensive analysis of scholarly journal articles and other professional resources. This analysis requires students to use critical thinking skills to synthesize information from the class with the articles. These course requirements represent a rigorous standard of evaluation consistent with graduate credit.