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| **Auburn University****Department of Special Education, Rehabilitation, & Counseling****RSED 7400/7406: Curriculum and Teaching in Special Education: Secondary Special Education and Transition****Credit Hours: 3 semester hours****Summer 2014** |

**Class Time:** Tuesday and Thursday 1:00-3:20 PM

**Location:** 1214 Haley Center

**Instructor:** Tamikia N. Brown 1230 Haley Center

 E-mail: browntl@tigermail.auburn.edu

 Office Hours: By appointment

**Instructor**: Betty Schiffer 107 Ramsay Hall

 E-mail: bjs0017@auburn.edu

 Office Hours: By appointment

**Professor:** Dr. Karen Rabren 107 Ramsay Hall

E-mail: rabreks@auburn.edu

 Office hours: By appointment

**Required Text:**

Grossi, T., Cole, C.M. (2013). *Teaching transition skills in inclusive schools.* Baltimore, MD: Brooks.

ISBN-13: 978-1-59857

Wehman, P. (2011). *Essentials of transition planning*. Baltimore, MD: Brooks.

ISBN: 978-1-59857-098-4

**Articles:**

Butterworth, J., Hall, A.C., Smith, F. A., Migliore, A., & Windsor, J. (2011). State data: The National Report on Employment Services and Outcomes. Boston, MA: Institute for Community Inclusion, University of Massachusetts, Boston.

French, N.K., & Chopra, R.V. (2006). Teachers as executives. *Theory into Practice*, *45*(3). 230-238.

Halpern, A. S. (1993). Quality of life as a conceptual framework for evaluating transition outcomes. *Exceptional Children*, *59*, 486-498.

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.

**Chapters:**

Benz, M., & Blalock, G. (2008). Community transition teams as the foundation for transition services for transition services for youth with learning disabilities. In G. Blalock, J. Patton, P. Kohler, & D. Bassett (Eds.), *Transition and Students with Learning Disabilities: Facilitating the Movement from School to Adult Life* (2nd ed.) (pp. 327-353).

Sitlington, P. L., & Frank, A. R. (1998). Deciding what you want to know? *Follow-up studies: a practitioner’s handbook*. (3-12). Austin: pro-ed.

**Websites:**

See course content

**Course Description** (modified from AU Graduate School Bulletin):  Program organization and development of basic and supplementary materials for guiding teachers, faculties and school systems in the continuous improvement of curriculum and teaching practices related to the transition of adolescents and young adults with disabilities.

**Student Learning Outcomes:** After completion of this course the student should be able to:

**Competencies:**

a.      identify and explain current and future trends that influence transition programming for students with disabilities

b.      demonstrate knowledge of appropriate curricular content and program components and their implementation for students with disabilities of different cultural backgrounds and environments

c.      demonstrate knowledge of skills and services that students need as they make the transition from school to the community, including community living, the world of work, and continuing education

d.      identify the various agencies involved in the transition process, describe their roles and eligibility requirements, and list strategies for working together cooperatively

e.      demonstrate knowledge of available community, state, and national resources and the ability to access them

f.       identify and discuss transition in the context of inclusion and access to the general education curriculum

g.      identify issues related to transition planning and implementation in low income, rural areas

h.      prepare an in-service for teachers/presentation for business leaders/ orientation for parents regarding transition for students with disabilities

i.       design a 1 credit transition course or service delivery  plan

j.       write a review of the literature on a critical issue in transition

k.      identify and discuss adult outcomes for students with disabilities at the national and state level

**Instructor Role:**Because this a core course for students in the secondary special education and transition teaching specialty track, the content included in this course is highly relevant and critical to the students’ successful attainment of program competencies. As well, the instructor acknowledges that students come to this course with a wide range of experiences and knowledge related to this course. Some students will be much more familiar with transition concepts than others. However, by the end of the course all students will be able to identify the major components of effective transition programs and problem-solve how to address barriers that impede the implementation of the components.

Students can expect the instructors to come to class prepared to teach and expand upon new content and to facilitate application of concepts addressed in class. As well, students can expect the instructor to evaluate work in a timely manner, providing constructive feedback.

**Student Role:**This is a graduate-level specialty course that builds upon the foundation of previous knowledge and experience in special education. As well, in this course students have the opportunity to synthesize and apply what they have learned in other transition and secondary curriculum courses, practica, and applied experiences to develop a district-wide transition program.

In this course, students have the opportunity to apply research and theory to the type of school system in which they expect to work. Thus, those students who approach the course with a desire to learn and a willingness to work hard to do so, will achieve that end. Each student is expected to demonstrate self-discipline as he or she budgets and uses his or her time effectively. Students are expected to take the initiative to be aware of and prepared for upcoming events.

**Attendance:**Students are expected to attend class and be fully prepared to participate in class discussions and activities. Attendance will be taken. (See Departmental attendance policy below

**Daily Preparation**: Students will get the most from each class if reading assignments are read and reflected upon prior to coming to class and, when applicable, pre-class activities are completed prior to class.

**Instruction**: Instruction will take place through guest speakers, field experiences, readings, in-class activities, case studies, discussions, observations, and class projects and assignments. As well, the instructor will model effective teaching strategies throughout the semester (e.g., anticipation guides; graphic organizers; think, pair, share; KWL).  Brief discussions on the application of strategies to various classroom and community settings will occur.

**Material Integration**: Course content is organized around key concepts on the schedule of classes. Following each unit of content, students will participate in a brief activity to facilitate integration of content. Activities include completion of graphic organizers, 3-minute essays, problem solving discussions, practical applications, case studies, etc.

**Team Work:**Transition personnel team with a variety of others including parents, individuals with disabilities, and other professionals. Consequently, for some of the assignments students will work in teams as professionals for their future role as a professional team member.

**Assignments:** All written assignments 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. Additionally, projects and assignments are due on the date listed in the syllabus. For each day an assignment is late, 5% will be deducted from the final earned grade for the assignment.

 **Assignments/Projects:**

**(A)       PROJECT 1** (Secondary Issue Presentation): The purpose of this assignment is to require you to be knowledgeable about current educational and other trends and how they impact the education of secondary students with disabilities. You will come to class prepared to present on and lead a discussion on a critical secondary special education issue. These topics are related to course content and include:

(1)        common core & transition standards

(2)        exit documents (graduation requirements)

(3)        school completion

(4)        rural issues

(5)        diversity issues

(6)        postsecondary education and training

(7)        participation of students with disabilities in career/technical training programs

(8)         technology integration

(9) other (to be approved)

The week prior to your presentation you will put on reserve a minimum of 1 article/resource related to your topic for class members to read prior to your presentation. For the first 15 minutes of the presentation, you will articulate the issue for the class, highlighting and explaining the relevant questions related to the topic. For the next 15-20 minutes you will lead a discussion on the topic. During your presentation you need to make sure that you address how the issue relates to the provision of transition services to secondary students with disabilities. You will prepare a summary sheet, including the additional resources you used (min. 6), which are written as an annotated bibliography, to distribute to class members**.** Each reference should have a 40-75 word description.This project is worth **20 points**. (Individual)

**(B)       PROJECT 1 HOMEWORK**(Secondary Issues Discussion Preparation and Participation): The purposes of this assignment are to help you prepare for class presentations and provide you with the opportunity to discuss key issues in education that impact the programming for secondary students with disabilities. Class member preparation includes reading teacher assigned and student assigned article(s) for Project 1 and writing a ½ -page paper that presents the issue and considers possible questions for discussion**.** As well, students are expected to contribute to class discussion. You can earn up to 1 point for each issue presentation (.5 points for paper and .5 points for class discussion) for a total of **7 points.**(Individual)

**(C)**       **PROJECT 2**(Collaboration Strategies): The purpose of this project is to provide you with key information about collaborating with school,  community and adult agency professionals as well as students and families. You will select one of the transition roles (listed below) involved in the transition process.  You are to interview someone in that role and write an introduction explaining the federal legislation/guidelines related to transition associated with that role funding, services provided, eligibility criteria (if appropriate). Then you will list how the person in this role is involved in the transition process and the benefits and strategies to facilitate collaboration.  In your groups of two you will compile the information you have prepared and present it to the class using the example provided as a guide.  You will need to submit this electronically and bring handouts to distribute to class members. This project is worth **20 points. (**Individual and group**)**

                        Choose one from each column

|  |  |
| --- | --- |
| **School Collaborators** | **Agency Collaborators** |
| Career/Tech Education | Vocational Rehabilitation (Group 2) |
| General Education (Group 2) | Mental Health  (Group 4) |
| Guidance Counselors (Group 4) | Social Security |
| Administrators | Post-secondary Student Support Offices |
| Students | One Stop Centers |
| Families | Workforce Investment Act (WIA) programs |

**(D)       PROJECT 3** (General Education Teacher Presentation, Community Organization Presentation, Parent Presentation, and Student Orientation): The purpose of this project is to provide you with skills you will need to conduct in-services/presentations related to transition. The class will be divided in to four groups.  One group will prepare an in-service on transition for general education teachers; one group will prepare a presentation on transition for a local community organization (e.g., Chamber of Commerce, Rotary, Lions Club); one group will prepare a transition overview and training presentation for parents; and one group will prepare an orientation on transition for middle school students. The goal is to educate your assigned group about transition.  In general, you will want to emphasize how transition relates to your assigned group, why it is important, and how the group members can assist or be involved in the process. The presentation should last 30 minutes. It will be part of your task to identify what is **most important** to cover in your allotted time. As such, it will be very important for you to identify what your goal for the presentation is, because this will help shape your presentation.  **Outlines** of presentations and goals for presentation will be discussed with the instructor. You can use videotapes, handouts, overheads, etc. You should provide the rest of the class members with an outline and a copy of PowerPoint/handout so that they can potentially use this at a later date. This project is worth **25 points**. (Group)

**(E)**       **PROJECT 4 – choose a or b**

**a** (Transition service delivery for students with significant disabilities): Choose one community living outcome or one employment outcome for a student with a sig. disability and come up with a plan on how to achieve that outcome based on the information learned in class, from other classes, and transition program activities. As well identify the resources you will use to implement this plan (provide exact materials, websites, etc.). This project is worth **18 points**. (Group)

**b.**(Transition service delivery for students with mild disabilities): Develop a consultant model service delivery for students with mild disabilities (choose one, e.g., learning disabilities, emotional disturbance, other health impaired). You are a new teacher to a school system that does not offer consultant services. You are to present the rationale for such a service delivery method to the other special education teachers, the special education coordinator, and your principal. Then, submit possible service delivery plan. Include units/topics with goals and instructional objectives. As well identify the resources you will use to teach the support strategies needed (provide exact materials, websites, etc.). This project is worth **18 points**. (Group)

**(F) LEARNING ACTIVITIES**

 You will participate in a number of learning activities throughout this course. These activities may be completed individually or in a group. Assignments for these activities will be varied (e.g., write brief responses, solve problems, or develop a plan). Some activities may require preparation ahead of time, and therefore, these assignments may serve as a starting point for a learning activity to be completed in class. The amount of points per activity will typically range from 1-5 points, for a total of 10, depending on the complexity of the activity. If you are absent, learning activities cannot be made-up. However, if you provide an excuse that meets university approval, you will be allowed to complete an alternate assignment. It is your responsibility to provide an excuse and to request a replacement assignment.

**Rubric and Grading Scale:**

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| --- | --- |
| PROJECT 1 (Secondary Issue Presentation) | 20 points |
| HOMEWORK (Secondary Issues Discussion Preparation and Participation) | 7 points |
| PROJECT 2 (Collaboration Strategies) | 20 points |
| PROJECT 3 (General Education Teacher Presentation, Community Organization Presentation, Parent Presentation, Student Orientation) | 25 points |
| PROJECT 4 (Transition service delivery for students with significant disabilities or students with mild disabilitiesIN-CLASS ACTIVITIES (Unannounced activities that relate to the subject matter) | 18 points10 points |

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**Total Possible Points 100**

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); 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 points=          A

80 -  89 points =          B

70 -  79 points =          C

60 -  69 points =          D

0  -  59 points =          F

**(F) Course Content Outline**

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| **Date** | **Topic**  | **Assignment** | **Readings due** |
| Class 01: Tuesday May 20th | Overview | Review SyllabusComplete :Expectations handout and what you **K**now & **W**ant to Know of **KW**L submit in class |  |
| Class 02: Thursday, May 22nd | Canvas Activity | Post on the “Class 02- 5/22/14” discussion | Read: “Winning Presentations” handout and Wehman, Chapter 1: *Transition: an Overview and Background*Grossi Chapter 1: *Expanding Our Thinking About High Schools* |
| Class 03:Tuesday, May 27th | Giving Effective Presentations  | Presentation In-class activity  |  |
| Class 04: Thursday, May 29th | Presentation 1: Selection & Rubrics | Project 1 Discussion: Secondary Issues Presentation Topics | Read:Wehman Chapter 2: *Individual and Community Transition Planning*Grossi Chapter 2: *Good Transition Practices*  |
| Class 05: Tuesday, June 3rd | Post-school Outcomes;Project 1 Presentation Preparation | Presentation | Read: Wehman Chapter 3: *Developing the Transition Curriculum*Grossi Chapter 3: *A Solid Instructional Foundation for Positive Post School Outcomes* National Post-school Outcomes Center <http://www.psocenter.org/>What is Indicator 14? <http://www.psocenter.org/content_page_assets/content_page_3/What%20is%20I14.pdf> |
| Class 06: Thursday, June 5th | Post-school Outcomes;Project 1 Presentation Preparation | Presenter from Writing CenterAlabama’s Transition Post-School Outcomes Survey | Read:Halpern, A.S. (1993) Article Discussion (posted on CanvasWehman Chapter 4: *Planning for the Future*Post-school Data Collection Question Bank<http://www.psocenter.org/content_page_assets/content_page_3/QuestionBankCollectingPSOStage2Feb2011.pdf> |
| Class 07:Tuesday, June 10th | Post-school Outcomes;APA format  | KWL submissions reviewed Tree of InfluenceWriting Center Presenter (tentative) | <http://www.psocenter.org/content_pages/20-npso-materials>Chapter 6: Using the Information Gathered (Data Use Toolkit) |
| Class 08: Thursday, June 12th | Issues Presentation s & Discussion | Project 1 (Secondary Issue Presentations) plus **HOMEWORK**What you **L**earned of **KWL** topic(s)completion | Benz, M. R. & Blalock, G. (1999) Article |
| Class 09: Tuesday, June 17th | Secondary Issues Presentations & Discussion;Presentation 2:Selection & Rubrics | Project 1 (Secondary Issue Presentations) plus **HOMEWORK**Project 2: Collaboration Strategies Presentation Topics | Read:Grossi Chapter 4: *Bringing it Together: Good Transition and Good Instructional Practices* |
| Class 10: Thursday, June 19th | Secondary Issues Presentations & Discussion; | Project 1 (Secondary Issue Presentations) | Test, et. al., (2009) Article DiscussionNational Secondary Transition Technical Assistance Center<http://www.nsttac.org/><http://www.nsttac.org/content/predictor-resources> |
| Class 11: Tuesday, June 24th | Secondary Issues & Presentations Review; Elements of Effective Transition Programs | Review of Project 1 (Secondary Issues Presentations) | <http://www.nsttac.org><http://www.nsttac.org/content/predictor-resources> |
| Class 12: Thursday, June 26th | Collaboration Strategies Presentations Preparation | Review of Project 1 (Secondary Issues Presentations)Preparation for Project 2 (Collaboration Strategies) | Sample <http://dwd.wisconsin.gov/dvr/pdf_files/tag.pdf> |
| Class 13:Tuesday, July 1st | Collaboration Strategies Presentations & Discussions | Project 2 Presentations (Collaboration Strategies)Post Project 3 Group Assignments – Canvas Discussion sectionFour Groups  |  |
| Class 14:Thursday, July 3rd | Collaboration Strategies Presentations & Discussions;In-Service/Community Presentations Preparation | Project 2 Presentations (Collaboration Strategies) continuedPreparation for Project 3 (General Education Teacher Presentation, Community Organization Presentation, Parent Presentation, Student Orientation) |  |
| Class 15: Tuesday, July 8th | In-Service/Community Presentations | Project 3 Presentations (General Education Teacher Presentation, Community Organization Presentation, Parent Presentation, Student Orientation) |  |
| Class 16: Thursday, July 10th | **Southern Poverty Law Center Field Trip** | Meet at AHS parking lot @ 8:45 am to travel to Southern Poverty Law (Civil Rights Memorial) CenterLecia Brooks, Director of Outreach400 Washington AvenueMontgomery, AL 36104Tour @ 10:00 a.m.http://www.splcenter.org/civil-rights-memorial  |  |
| Class 17: Tuesday, July 15th | Defining Significant Disabilities – Overviews of the types and characteristics seen most often | Project 4 Review: Significant Disabilities & Service Delivery ModelsIn-Class Activity with Case Study  |  |
| Class 18: Thursday, July 17th | Transition Issues for Students with Significant Disabilities: Community, Living Options, Employment Options, Collaboration | Group DiscussionPresentation Groups Collaboration  | Butterworth, et. al., (2011)Read: Grossi Chapter 5: *One Step Further* Wehman Chapter 7: Employment: Community Based-Choices |
| Class 19: Tuesday, July 22nd | Classroom Considerations: Functional Curriculum, Community-Based Instruction, Paraprofessionals | Project 4 Presentations (Transition Class) | French, N. and Chopra, R. (2006) |
| Class 20: Thursday, July 24th | Application of Collaboration & In-Service Strategies for Effective Transition Planning & Implementation | In-Class Activities and DiscussionsCourse Reflection |  |

**NOTE:** *This schedule is a guide and may be need to be adjusted according to class needs. Guest speakers also 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.*

**Class Policy Statements:**

A. Attendance Policy: The Department of Rehabilitation and Special Education attendance policy is that (a) only one (1) absence is permitted for a semester course that meets once a week, and (b) only two (2) absences are permitted for a semester course that meets two or more times a week. Failure to meet this standard will result in a grade of “FA” (failure for excessive absences) unless the student withdraws from the class prior to the withdrawal date (see university semester calendar).  At the discretion of individual instructors, verified absences may be excused under unusual circumstances *(see Student Policy ehandbook*). In order for the absence to be considered excusable, however, the instructor must be in receipt of the documentation within seven days from the class in which the absence occurred.

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 *see Student Policy ehandbook* for more information on excused absences.

C.  Make-Up Policy: Arrangements 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 absences(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.

D.Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student Policy ehandbook* 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.

E.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 Office of Accessibility, 1288 Haley Center, 844-2096 (V/TT).

F. 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.

G. 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: o Engage in responsible and ethical professional practices

o Contribute to collaborative learning communities

o Demonstrate a commitment to diversity

o Model and nurture intellectual vitality