

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

**Course Syllabus**

**Summer 2020**

1. **Course Number:** RSED 5170/6170/6176

 **Course Title:** Transitions from Birth to Adulthood

 **Credit Hours:** 3 Semester Hours

 **Course Meetings:** Monday and Wednesday, 8:00-11:45 a.m., Haley Center 1212

 **Prerequisites:** none

 **Corequisites:** none

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

 **Office Location:** 1230 Haley Center

 **Phone/E-mail:** 844-2082/rabreks@auburn.edu

 **Office Hours:** Mondays and Wednesday 12:00-1:00 p.m**.** (other times by appointment)

 **Date Syllabus Prepared**: May 2020

This syllabus is subject to minor changes as needed at the discretion of the instructor, to optimize your learning experience. Any changes will be discussed, and you will be notified of any changes made.

1. **Text or Major Resources:**

**Textbooks**

Flexer, R. W, Baer, R. M., Luft, P., & Simmons, T. J. (2013). *Transition planning for secondary students with disabilities*. (4th ed.) Boston, MA: Pearson. (e-book - Available from AU Bookstore)

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

**Supplemental Reading**

Rabren K. (2020). *Special education and transition: Families and multicultural considerations workbook.* (provided)

**Selected Readings** (e-book custom readings - Available from AU Bookstore)

1. Baron, J. (2003). Identifying and implementing educational practices supported by rigorous evidence: A user-friendly guide. In the *Coalition for Evidence-Based Policy* (from the *U.S. Department of Education, Institute of Education Sciences, and National Center for Education Evaluation and Regional Assistance*). (p. v) Retrieved on October 5, 2016, from <https://www2.ed.gov/rschstat/research/pubs/rigorousevid/rigorousevid.pdf>
2. Ianacone, R. N. & Stodden, R. A. (1987). Overview Transition issues and directions for individuals who are mentally retarded. In R. N. Ianacone & R. A. Stodden (Eds.). Transition issues and directions. (pp. 3-4). *The Council for Exceptional Children.* Reston, Virginia.
3. Dunlap, L. L. (2009). Transitions: preparing for the next step. *An Introduction to Early Childhood.* (pp. 416-443). Upper Saddle River, NJ: Pearson.
4. Amos B. (2006). Transition in early childhood through middle school: Laying the foundation. In P. L., Sitlington, & G. M. Clark (Eds.). *Transition Education and Services for Students with Disabilities* (4th ed.).(pp. 108-120). Boston, MA: Pearson.
5. Rouse, B. & Hallam, R. (2012). Transition services for young children with disabilities: Research and future directions. *Topics in Early Childhood Special Education, 31*(4) 232–240.
6. Odom, S. L. & Wolery, M. (2003). A unified theory of practice in early intervention/early childhood special education: Evidenced-based practices. *The Journal of Special Education 37*(3), 164-173.
7. Repetto, J. B., Webb, K. W., Neubert, D. A., & Curran, C. (2006). The middle school experience, (pp. 1-22 and 64-83). Texas: Pro-Ed.
8. [Kochhar-Bryant, C. A. (2003). Introduction to transition. *Pathways to Successful for Youth with Disabilities.*(pp. 15-17).](https://auburn.instructure.com/courses/1027783/files/96107059/download)
9. [Greene, G. (2003). Best practices in transition. *Pathways to Successful Transition for Youth with Disabilities.*(pp. 154-196).](https://auburn.instructure.com/courses/1027783/files/96107068/download?wrap=1)
10. Test, D., Fowler, C. H., Richter, S., White, J., Mazzotti, V., Walker, A. R., Kohler, P., & Kortering, L. (2009). Evidence-based practices in secondary transition. *Career Development for Exceptional Individuals, 32*, 115-128.
11. Mazzotti, V. L., Rowe, D. R., & Test, D. W. (2013). Navigating the evidence-based practice maze: Resources for teachers of secondary students with disabilities. *Intervention in School and Clinic, 48* (3*)*, 159-166.
12. Sitlington, P. L., Neubert, D. A., & Clark, G. M. (2010). Students and families: Key participants*.* In P. L. Sitlington, & G. M. Clark (Eds.). *Transition education and services for students with disabilities*. (5th ed.). (pp. 55-69.) Boston, MA: Pearson.
13. Wehmeyer, M. L., Field, S., Doren, B., Jones, B., & Mason, C. (2004). Self-determination and student involvement in standards-based reform. *Exceptional Children, 70*, 413-425.
14. Halpern, A. S. (1993). Quality of life as a conceptual framework for evaluating transition outcomes. *Exceptional Children, 59*, 486-498.
15. Sitlington, P. L., Neubert, D. A., & Clark, G. M. (2010). Where do we go from here? In P. L. Sitlington, & G. M. Clark (Eds.). *Transition education and services for students with disabilities*. (5th ed.). (pp. 256-261.) Boston, MA: Pearson.
16. Dunlap, L. L. (2009). Transitions: Preparing for the next step. *An Introduction to Early Childhood.* (pp. 444-447). Upper Saddle River, NJ: Pearson.
17. **Course Description.** Through this course you will explore the history, philosophy, models, and definitions of transition with emphasis on practices, programs, and services. You will learn about transition programs and practices for children and youth with disabilities. You will also be introduced to proven ways to support successful transitions for children and young adults with disabilities with a special focus on evidence-based practices to facilitate these transitions.
18. **Student Learning Outcomes:**
19. Describe the historical and current views of disability and how these views impact the delivery of transition services for young children and adolescents with disabilities.
20. Identify the ecological influences on young children, pre-adolescents, and adolescents with disabilities and the effect development, learning, and needed transition services.
21. Describe federal/state regulations related to early childhood and secondary transition programming.
22. Discuss educational service models related to early childhood and secondary programming.
23. Describe various evidence-based school- and community-based programs, curricula, service options, and teaching approaches/strategies that facilitate the acquisition, generalization, and maintenance of transition skills. 290-3-3-.36(1)(c)1.(v)
24. Explain cultural diversity and its relationship to transition for children and youth with disabilities.
25. Identify family issues at different transitions from birth, childhood, and adolescence to adulthood.
26. Describe the roles of professionals, students and families as members of a collaborative team. 290-3-3-.34(2)(j)2.(i)
27. Describe how to work collaboratively with members of the instructional team and professionals from related fields. 290-3-3-.34(2)(j)3.(i)
28. Describe the use of a Standards-based Individualized Education Program (IEP) that adheres to state and federal guidelines in terms of format, development, and implementation. 290-3-3-.34(2)(g)2.(ii)
29. **Course Schedule**

**Note:** Some class content may be delivered via a flipped classroom in order to provide more time for application of content in class. Students will be informed in advance if this occurs.

| **Class/****Date/Topic** | **Reading Assignments** | **Assignments/Projects****DUE Before Class** | **In-Class Activities** |
| --- | --- | --- | --- |
| **1****June 29** **Monday**Course Overview and Introduction to TransitionandViews of Disability and Characteristics of Young Children, Pre-teens, and Adolescents with Disabilities | * Welcome from Your Instructor
* Syllabus
* TEXT: Flexer, et. al. (2013) *Chapter 1* (pp. 1-21)
* TEXT: Rous & Hallam (2007) *Chapter 1* and *Chapter 2* (pp. 1-24)
 | * Student Information Form (Complete or Incomplete)
* Culturally Responsive Pre-Test (1 pt.)
* View Flipped Class Lecture: Introduction to Transition – See Module 1 in Canvas (Prior to Class)
* Develop Class Discussion Question - See Assignments in Canvas (Prior to Class)
 | * Review Syllabus
* Share Discussion Question (1 pt.)
* Course Overview
* Review and Discussion of Transition
* Lecture and Discussion of Views of Disability and Characteristics of Young Children, Pre-teens, and Adolescents with Disabilities
* Projects Quiz (1 pt.)
* Learning Activity
 |
| **2****July 1****Wednesday**Definitions and Models of TransitionandLegislation | * TEXT: Flexer, et. al., (2013). Transition legislation and models. *Chapter 2* (pp. 22-45)
* Ianacone. & Stodden (1987)
 | * Develop Discussion Question
* Identify Poster Presentation ContentGRADUATE

STUDENTS ONLY (1 pt.) | * Lecture & Discussion: Transition Definitions, Models, and Legislation
* Share Discussion Question (1 pt.)
* Learning Activity
 |
| **3****July 6****Monday**Transition Planning and Collaboration | [IRIS Module: Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings](http://iris.peabody.vanderbilt.edu/module/tran/)TEXT: Rous & Hallam. (2007) *Chapter 10* (pp. 13-24)TEXT: Flexer, et. al. (2013)  *Chapter 6* (pp. 124-150) and *Chapter 8* (pp. 176-198) Workbook Part 1and Reading #1   | * **Quiz 1- Content from class 1 & 2 (4 pts.)**
* Develop Discussion Question
* *Diving Deeper* Workbook Reading #1 question (2 pts.)
 | * Class Lecture & Discussion: Transition Planning and Collaboration
* Share Discussion Question (1 pt.)
* Learning Activity
 |
| **4****July 8****Wednesday**Evidence-based Practices  | [IRIS Module: Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program](http://iris.peabody.vanderbilt.edu/module/ebp_01/)[Baron, J. (2003). Identifying and implementing educational practices supported by rigorous evidence: A user-friendly guide. In the Coalition for Evidence-Based Policy](https://www2.ed.gov/rschstat/research/pubs/rigorousevid/rigorousevid.pdf). Workbook Part 2 and Reading #2   | * Develop Discussion Question
* *Diving Deeper* Workbook Reading #2 question (2 pts.)
 | * Lecture & Discussion Evidence-based Practices
* Share Discussion Question (1 pt.)
* Learning Activity
 |
| **5****July 13****Monday**Families and Multicultural Issues | TEXT: Rous & Hallam. (2007) *Chapter 8* Sitlington, Neubert, & Clark (2010)TEXT: Flexer, et. al. (2013) *Chapter 3* (pp. 46-66)Case Studies | * **Quiz 2 - Content from class 3 & 4 (4 pts.)**
* Develop Discussion Question

  | * Lecture & Discussion: Families and Multicultural Issues
* Share Discussion Question (1 pt.)
* Learning Activity
 |
| **6****July 15****Wednesday**Self-Determination | Wehmeyer, Field, Doren, Jones, & Mason (2004)Workbook Part 3 and Reading #3Case Studies | * Develop Discussion Question
* *Diving Deeper* Workbook Reading #3 question (1 pt.)
 | * Share Discussion Question (1 pt.)
* Learning Activity
 |
| **7****July 20****Monday**Transition: Early Intervention & Early Childhood Special Education  | Dunlap (2009)Amos (2006)Case Studies | * **Quiz 3 - Content from class 5 & 6 (4 pts.)**
* Develop Discussion Question
* Cultural Self-Awareness Assignment (12 pts.)
 | * Lecture & Discussion: Transition: Early Intervention & Early Childhood Special Education
* Share Discussion Question (1 pt.)
* Cultural Awareness Sharing
* Learning Activity
 |
| **8****July 22****Wednesday**EBPs Early Childhood |  Odom & Wolery (2003)TEXT: Rous & Hallam (2007) *Chapter 7* (pp. 85-112)Case Studies | * Develop Discussion Question
* Transition Planning Assignment Part 1-Context of Learning(5 pts.)
 | * Lecture & Discussion: EBPs Early Childhood
* Share Discussion Question (1 pt.)

 * Learning Activity
 |
| **9****July 27****Monday**Middle School & Secondary Transition | Repetto, Webb, Neubert, & Curran (2006) *Chapter 1* (pp.1-22) AND *Chapter 3* (pp. 64-83) [Kochhar-Bryant (2003)](https://auburn.instructure.com/courses/1027783/files/96107059/download) [Greene (2003)](https://auburn.instructure.com/courses/1027783/files/96107068/download?wrap=1) Case Studies  | * **Quiz 4 on classes 7 & 8 (4 pts.)**
* Develop Discussion Question
* Transition Planning Assignment Part 2-Planning Alignment Table (4 pts.)
 | * Lecture & Discussion: Middle School and Secondary Transition
* Share Discussion Question (1 pt.)
* Learning Activity
 |
| **10****July 29****Wednesday**EBPs Secondary | Test et.al. (2009)  Mazzotti, Rowe, & Test (2013)  [NTACT Evidence-Based Practices, Tools, and Resources to Support Academic Engagement for Secondary Students with Disabilities](https://www.transitionta.org/video/1321) Case Studies | * Develop Discussion Question
* Poster Presentation (14 pts.) GRADUATE STUDENTS ONLY
 | * Share Discussion Question (1 pt.)
* Transition Planning Assignment Part 3-Lesson Objectives and Supports (8 pts.)
* Learning Activity
 |
| **Finals Week****August 3-7** | Culturally Responsive Post-Test (1 pt.)Transition Planning Assignment Part 4 - Planning Commentary (8 pts.)  Special Education and Transition: Families and Multicultural Considerations Reflection (4 pts.) |

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

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

1. **Course Requirements/Evaluation:**

\*Indicates individual assignments.

\*\*Indicates partner/group assignments. Note: To practice social distancing during the COVID-19 pandemic, all partner and group activities will be completed online. Active participation and collaboration among all participants is still expected. See Canvas for specific instructions.

1. **Reading Quizzes**\*

**Quizzes (TOTAL 16 points, 4 points each).** There will be **four** **TIMED** mini quizzes in this course. Quizzes will be comprised of multiple choice and true or false items.These exams will be available on Canvas under the *Quizzes* tab. Each quiz will unlock one week before the due date and time. Content for each quiz will be composed of information from your readings. You will have one attempt to take the mini quiz and there is a 20-minute time limit to complete the quiz.

1. **Assignments** (All assignments will be submitted to Canvas.)
2. **Participation (10 points). \* - \*\***  Learning is the acquisition of knowledge or skills. you need to become an engaged learner if you are to be successful in learning the content covered in this course and practicing skills associated with that content. To become an engaged learner, you need to actively participate in the course. Participation includes the completion of all course quizzes, assignments, and activities. In addition to the completion of these course requirements, Canvas Access Reports and class engagement in discussions (online and/or in-class) will be taken into consideration to determine participation. Participation will also include your engagement with peers and contribution to group activities.
3. **Learning Activities (TOTAL 16 points). \* - \*\*** You will participate in learning exercises throughout this course. These exercises will be completed individually and/or in groups. Assignments for these exercises will vary. Some may require preparation ahead of time with the exercise to be completed the following class. Others will be introduced and completed within a single class session. For example, you will be asked to develop flipped class discussion questions prior to class and share during class.

The amount of points per exercise will differ according to the complexity of the exercise. On-campus students must be present in class to complete application exercises. Online students are expected to engage in the activity the week each exercise is assigned. In-class activities are due the week they are listed in the course schedule above, unless otherwise specified.

If you are absent, it is your responsibility to provide a university-approved excuse and inform me that you need to complete a make-up assignment.

**Note:** Some in-class activities are associated with other assignments/projects (e.g., final project). Points for these activities will be awarded within the respective assignment and not as in-class activity points. However, completion of these activities will partially or completely occur in class.

1. **Special Education and Transition: Families and Multicultural Considerations Project:** (TOTAL = 23 points)
2. **Culturally Responsive Pre-Test**\* (1 point). You will complete the *Multicultural Efficacy Scale* (Guyton & Wesche, 2005) as a pre-test before you begin the Global Perspectives of Special Education and Transition project.
3. **Special Education and Transition: Families and Multicultural Considerations Workbook: Reading Questions\*** (5 points). You will read the selected articles and documents and respond with your partner/group to the questions.
4. **Cultural Self-Awareness Assignment\*** (12 points). You will develop cultural self-awareness by exploring and creating a representation of your own cultural heritage. Describe and display your cultural background in a (1) paper and (2) visual display (e.g., PowerPoint slide show, poster, video, scrapbook etc.). Choose a display that best suits you.
5. **Culturally Responsive Post-Test**\* (1 point). Complete the *Multicultural Efficacy Scale* (Guyton & Wesche, 2005) Post-Test to discover your current state of Cultural Self-Awareness.
6. **Reflections on Special Education and Transition Project** (4 pts.) Respond to reflection questions about your experience with this assignment. You will write a formative reflection so summarize your cultural self-awareness and growth throughout this experience. You will also complete a collaboration evaluation on your partner/group members.
7. **Transition Planning Assignment** (25 points)\* You will use the transition planning assignment template and case study provided to you to:
	* + 1. Explain the purpose of transition planning
			2. Provide a context of learning for the young person
			3. Complete a planning alignment table
			4. Develop lesson objectives and identify learning supports
			5. Write a planning commentary
8. **Poster Presentation/Paper** (Poster, One Page Summary and Reference list): **(TOTAL 15 points – (GRADUATE STUDENTS ONLY).\***
9. **Poster Title (1 pt.).** By the **second class**, you will identify a topic for your poster/presentation project. You are encouraged to use the topics presented in the course schedule to guide your selection and/or the table of contents of the books used in this course. Please let me know in advance, if you need assistance in choosing or narrowing down a topic.
10. **Poster Presentation (14 pts.)**
	1. **Poster.** You will develop a poster summarizing a topic on transition. Your poster should capture important information about the topic. The poster should be well organized, visually appealing, and professionally developed. Graphics should be clear and used to further develop the content presented. Information should be logically presented and include headings or subheadings to help organize material, as needed. All information on the poster should be easily seen from a distance of 3 feet. The poster should be free of grammar, punctuation, and spelling errors. The poster should be developed using Microsoft PowerPoint or some other software that allows for the layout of large documents. The dimensions of the poster should be 36” H X 48” W. Posters can be printed at no charge at the Digital Resource Laboratory within the Ralph Brown Draughon Library. Printing your poster is optional.
	2. **One Page Summary**.You will write a one-page single spaced (11 Times New Roman font) summary that further develops the topic presented in your poster. This summary should include a one-paragraph introduction that identifies the topic and clearly describes the purpose of the paper/poster. The body of the paper should include two to three paragraphs that provide specifics about the topic supported by literature citations. The paper should close with a conclusion that recaps the specifics presented in the body and returns the reader’s attention back to the purpose of the paper presented in the introduction. The paper should be free of grammar, punctuation, and spelling errors. \*Note: This assignment has purposeful variations from standard APA formatting (i.e., no title page, abstract, and single spacing of content). These minor adjustments provide a suitable format for your summary to serve as a one-page handout with references printed on the back.
	3. **Reference List.** You will include a reference list of no less than five but no more than eight sources used to develop your one-page summary and poster. Citations from these references should support the content of your paper. Sources should be chosen from professional journals in fields related to transition. You may include one reputable website resource. The references should be free of grammar, punctuation, and spelling errors and follow the latest APA manual requirements.
11. **Rubric and Grading Scale:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Undergraduate** |  |  | **Graduate** |  |
| **Assignment** | **Pts.** |  | **Assignment** | **Pts.** |
|  |  |  | Poster Project  | 15 |
| Participation | 10 |  | Participation | 10 |
| Learning Activities | 16 |  | Learning Activities | 16 |
| Discussion Questions | 10 |  | Discussion Questions | 20 |
| 4- Quizzes (4 pts. each) | 16 |  | 4- Quizzes (4 pts. each) | 16 |
| Special Education and Transition: Families and Multicultural Considerations Project | 23 |  | Special Education and Transition: Families and Multicultural Considerations Project | 23 |
| Transition Planning Project | 25 |  |  Transition Planning Project  | 25 |
| **Total Points** | **100** |  | **Total Points** | **115** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Undergraduate** |  |  | **Graduate** |  |
|  90-100 89-80 79-70 69-60 59- below  | ABCDF |  |  103.5-115 92-103 80.5-91.5 69-80 68.5-below  | ABCDF |
|  |  |  |  |  |

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

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

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