

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

**Course Syllabus**

**Summer 2021**

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

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

**Credit Hours:** 3 Semester Hours

**Course Meetings:** Monday and Wednesday, 8:00-11:45 a.m., 4133 Library

**Prerequisites:** none

**Corequisites:** none

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

**Office Location:** 1230 Haley Center

**Phone/E-mail:** (334)844-2082/rabreks@auburn.edu

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

**Date Syllabus Prepared**: June 2021

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. (Available from AU Bookstore – available as an e-book)

Rous, B. S., & Hallam, R. A. (2007). *Tools for transition in early childhood.* Baltimore, MD: Paul H. Brooks. (Available from AU Bookstore- not available as an e-book)

**Supplemental Reading**

Rabren K. (2020).*: Multicultural considerations in special education and transition workbook.* (provided)

**Selected Readings**

See Canvas and Custom Readings

**Instructions for Obtaining Digital Books/Readings**

**What is All Access?**

All Access is Auburn’s program of delivering course materials to you digitally. Sometimes this will be a textbook, sometimes an access code. Your instructor has coordinated with the Bookstore to deliver this content for the course and help make sure you have what you need. All Access makes sure you are ready the first day of class, and the material is so much cheaper with this delivery that it’s the best way we can help you succeed in your courses at Auburn….financially and academically.

**What content am I getting?**

For this course, RSED 5170/6170/D, you’re getting access for the semester to two items: Transition Planning for Secondary Students by Flexer and the Custom Readings Packet for this course by Dr. Rabren. Both are required content for the course.

**How do I find it?**

Totally easy to find….look on the left-hand side of the course page in Canvas and you’ll find the content under the RedShelf link.  You’ll have to create an account at RedShelf to get access. See this link for more info about setting up and using RedShelf:

* <https://solve.redshelf.com/hc/en-us/articles/115003799613-Create-a-RedShelf-Account>

**What does it cost?**

For the first week of class, everyone gets this content for free.  All students in this course start as opted in to pay for the content for the course. The discounted price you’ll be billed is $28.50 for the Flexer book and $58.75 for the readings packet. The print price used to be over $130 for both.

* If you want to opt out and not be charged, all you have to do is follow the instructions (see attached file with this email). You’ll lose access at the end of the first week, unless you’ve purchased it on your own.
* For this course, you can opt out of one or both items, if you need one and not the other.

**How do I pay?**

If you’re still opted in on July 6, then we’ll send the charge to your next ebill. This will be labeled as the course on your ebill so you’ll know. You’ll get an email on July 6 to remind you about the deadline.

**What if I’m on scholarship?**

We can charge All Access content to any scholarship that we charge at the Bookstore.  Those will be done automatically when we bill.  If you are a scholarship student and would prefer print, please email [MNH0016@auburn.edu](mailto:MNH0016@auburn.edu) and we can order print copies for you.  These are done as requested, and take three to five business days to arrive.  We will ship these to you. Most scholarships will not pay for All Access and a print copy of the book.

**What is the refund policy?**

After the opt out deadline, we can only offer refunds to students who have dropped the course or withdrawn from the university. That’s why the **opt out deadline will be crucial** for you to decide if you want to be charged or not.

**What if I need help?**

* RedShelf customer service is always an option at solve.redshelf.com
* For most digital content in All Access, Google Chrome works best as a browser and you’ll want to make sure it’s up to date.
* I’m always happy to help as well, especially if you have a question about All Access or something doesn’t look right.

1. **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.
2. **Student Learning Outcomes:**
3. 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.
4. Identify the ecological influences on young children, pre-adolescents, and adolescents with disabilities and the effect development, learning, and needed transition services.
5. Describe federal/state regulations related to early childhood and secondary transition programming.
6. Discuss educational service models related to early childhood and secondary programming.
7. 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)
8. Explain cultural diversity and its relationship to transition for children and youth with disabilities.
9. Identify family issues at different transitions from birth, childhood, and adolescence to adulthood.
10. Describe the roles of professionals, students and families as members of a collaborative team. 290-3-3-.34(2)(j)2.(i)
11. Describe how to work collaboratively with members of the instructional team and professionals from related fields. 290-3-3-.34(2)(j)3.(i)
12. 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)
13. **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**  **DUE Before Class** | **Assignments/Projects**  **FDUE Before Class** | **In-Class Activities** |
| --- | --- | --- | --- |
| **1**  **June 28**  **Monday**  Course Overview and Introduction to Transition  and  Views of Disability and Characteristics of Young Children, Preteens, 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.) (Multicultural Considerations Project: part a) | * Course Overview and Syllabus Review * Lecture and Discussion Part 1: Introduction to Transition * Lecture and Discussion Part 2: Views of Disability and Characteristics of Young Children, Pre-teens, and Adolescents with Disabilities * Syllabus Quiz (1 pt.) * Learning Activity and/or Class Activity |
| **2**  **June 30**  **Wednesday**  Definitions and Models of Transition  and  Legislation | * TEXT: Flexer, et. al., (2013). Transition legislation and models. *Chapter 2* (all) * Ianacone & Stodden (1987)   [Transition Requirements Part B of IDEA](https://sites.ed.gov/idea/regs/b/a/300.43)  [Minimum Components Required under Part C of IDEA](https://ectacenter.org/partc/componen.asp) | * Identify Poster Presentation ContentGRADUATE   STUDENTS ONLY (1 pt.) | * Lecture & Discussion: Transition Definitions, Models, and Legislation * Learning Activity and/or Class Activity |
| **July 5 – Independence Day Holiday** | | | |
| **3**  **July 7**  **Wednesday**  Transition Planning and Collaboration | 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)  [Collaborations, Connections,](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/ttk-collab-connect-6-steps-success.pdf)  [and Six Steps to Success](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/ttk-collab-connect-6-steps-success.pdf)  [IFSP](https://www.parentcenterhub.org/wp-content/uploads/repo_items/legacy/partc/handout8.pdf)  [Transition Plan and Conference](https://www.parentcenterhub.org/wp-content/uploads/repo_items/legacy/partc/handout12.pdf)  Workbook Part 1and Reading #1 | * **Quiz 1- Content from class 1 & 2 (8 pts.)** * Workbook Reading #1 question (2 pts.) (Multicultural Considerations Project: part b1) | * Lecture & Discussion: Transition Planning and Collaboration * Learning Activity and/or Class Activity |
| **4**  **July 12**  **Monday**  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 | * Workbook Reading #2 question (2 pts.) (Multicultural Considerations Project: part b2) | * Lecture & Discussion Evidence-based Practices * Learning Activity and/or Class Activity |
| **5**  **July 14**  **Wednesday**  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 (8 pts.)** | * Lecture & Discussion: Families and Multicultural Issues * Learning Activity and/or Class Activity |
| **6**  **July 19**  **Monday**  Self-Determination | Wehmeyer, Field, Doren, Jones, & Mason (2004)  [Leuchovius, D. & Ziemke, B. (2019). Consider the Alternatives: Decision-Making Options for Young Adults with Intellectual Disabilities](https://thinkcollege.net/sites/default/files/files/resources/IB41_Consider_the_Alternatives_2019.pdf)  [The Arc Self-Determination Position Statement](https://thearc.org/position-statements/self-determination/)  [Promoting Self-Determination Among Students with Disabilities](https://vkc.vumc.org/assets/files/resources/psiSelfdetermination.pdf)  Workbook Part 3 and Reading #3  Case Studies | * Workbook Reading #3 question (1 pt.) (Multicultural Considerations Project: part b3) | * Lecture & Discussion Self-Determination * Learning Activity and/or Class Activity |
| **7**  **July 21**  **Wednesday**  Transition: Early Intervention & Early Childhood Special Education  and  EBPs Early Childhood | [Diefendor, M., et. al., (2010). Synthesis of Key Points from the OSEP Early Childhood Transition FAQ (SPP/APR Indicators C-8, B-11 and B-12)](Synthesis%20of%20Key%20Points%20from%20the%20OSEP%20Early%20Childhood%20Transition%20FAQ%20(SPP/APR%20Indicators%20C-8,%20B-11%20and%20B-12))  Odom & Wolery (2003)  TEXT: Rous & Hallam (2007) *Chapter 7* (pp. 85-112) | * **Quiz 3 - Content from class 5 & 6 (8 pts.)** * Cultural Self-Awareness Assignment (12 pts.) (Multicultural Considerations Project: part c) | * Lecture & Discussion: Transition: Early Intervention & Early Childhood Special Education * Cultural Awareness Sharing and/or Class Activity * Learning Activity |
| **8**  **July 26**  **Monday**  Middle School & Secondary Transition | [Wen-husuan C. & Rusher D. (2018). Middle school transition planning practices](https://files.eric.ed.gov/fulltext/ED592014.pdfCase%20Studies)  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)  Case Studies | * Transition Planning Assignment Part 1-Context of Learning(5 pts.) | * Lecture & Discussion: EBPs Early Childhood * Learning Activity and/or Class Activity |
| **9**  **July 28**  **Wednesday**  Secondary Transition (continued)  EBPs Secondary | [Greene (2003)](https://auburn.instructure.com/courses/1027783/files/96107068/download?wrap=1)  Test et.al. (2009)  Mazzotti, Rowe, & Test (2013)    Case Studies | * **Quiz 4 on classes 7 & 8 (8 pts.)** * Transition Planning Assignment Part 2-Planning Alignment Table (4 pts.) * Transition Planning Assignment Part 3-Lesson Objectives and Supports (8 pts.) * Poster Presentation (14 pts.) GRADUATE STUDENTS ONLY | * Lecture & Discussion: Middle School and Secondary Transition * Learning Activity and/or Class Activity |
| **Finals Week**  **August 3-7**  **No Class** | **DUE AUGUST 4 by 8:00 AM**   * 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.) (Multicultural Considerations Project: part e)   [Don’t forget to complete your evaluation of this course at auburn.edu/evaluate.](http://www.auburn.edu/academic/provost/evaluate-stu/) | | |

**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:**
2. **Quizzes**

**Quizzes (TOTAL 32 points, 8 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 15-minute time limit to complete the quiz.

1. **Assignments** (All assignments will be submitted to Canvas.)
2. **Active Learning (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 class and learning 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. **Class Activities (complete/incomplete).** Class activities may be conducted during class time to provide you with the opportunity to immediately practice what you are learning. These activities may be conducted in place of or in addition to learning activities. Class activities are graded as either complete or incomplete. Your competition of class activities will be taken into consideration when assigning your active learning points.
4. **Learning Activities (16 points).** You will participate in learning exercises throughout this course. These exercises will be completed individually and/or in groups. For learning activities that require group work. An important skill needed to provide effective transition services is the ability to collaborate with others. Therefore, points will be deducted for group activities that do not represent a group effort.

For those students participating online, it is your responsibility to work with other online students to complete the learning activities. This collaboration does not have to be synchronous. You can use the Canvas Discussion Board for the assignments to facilitate engagement.

Assignments for learning activities will vary. Some may require preparation ahead of time with the activity to be completed the following class. Others will be introduced and completed within a single class session. The amount of points per exercise will differ according to the complexity of activity. On-campus students must be present in class to complete learning activities.

Online students are expected to engage in the activity the week each activity is assigned. In-class activities are due the week they are listed in the course schedule above, unless otherwise specified.

If you are absent or cannot turn in the activity as scheduled, it is your responsibility to provide a university-approved excuse and inform me that you need to complete a make-up assignment.

1. **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 Multicultural Considerations Project.
3. **Workbook and Reading Questions** **(5 points).** You will read the *Multicultural Considerations in Special Education and Transition* workbook sections and selected articles then respond 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. This assignment has three parts:

Write a 1-page, double spaced summary of your cultural heritage. Develop a visual representation of your culture (e.g., slide show – 10 slide limit, poster, video - 3 minute limit, scrapbook- 10 page limit).

1. **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.
2. **Reflections on Multicultural Considerations Project** \* **(4 points).** You will write a reflection summarizing your cultural self-awareness, your thoughts about multicultural considerations in special education and transition, and your reflections of this learning experience.
3. **Transition Planning Project** **(25 points)**.**\*** You will use the transition planning project 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 and reflection
4. **Poster Presentation/Paper** (Poster, One Page Summary and Reference list): **(TOTAL 15 points – (GRADUATE STUDENTS ONLY).\***
5. **Poster Title (1 point).** 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.
6. **Poster Presentation (14 points).**
   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.
   2. **One Page Summary**.You will write a one-page summary that further develops the topic presented in your poster. \*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.
7. **Rubric and Grading Scale:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Undergraduate** |  |  | **Graduate** |  |
| **Assignment** | **Pts.** |  | **Assignment** | **Pts.** |
|  |  |  | Poster Project | 15 |
| Active Learning | 9 |  | Active Learning | 9 |
| Learning Activities | 11 |  | Learning Activities | 11 |
| 4- Quizzes (8 pts. each) | 32 |  | 4- Quizzes (8 pts. each) | 32 |
| 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 | A  B  C  D  F |  | 103.5-115  92-103  80.5-91.5  69-80  68.5-below | | A  B  C  D  F |
|  |  |  |  |  | | |

1. **Class Policy Statements:**
2. **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.

**Asynchronous Participation (online students):**

**(**a) The course will have recordings of class lectures available on Canvas through Panopto that are to be viewed by students.

(b) The course provides for timely and appropriate interactions between instructor and students. The instructor will respond to Tigermail emails within 24 hours of receipt (note: this may vary for emails sent on Saturday or Sunday)

(c) Students must have regular, reliable internet access to participate in the course.

(d) Your Auburn University email address is the university-approved form of communication between instructors and students. The syllabus, class assignments, lectures, test grades, final grades, and important announcements will be posted to the Canvas site for this course. Check the Canvas site for this course frequently. You should adjust your notification settings to receive an email for announcements, grade postings, etc.

(e) The course is designed to be somewhat flexible so that you can complete modules within an identified time range. The **Course Schedule** table above lists the **pace** at which you should complete the **course requirements**. You must work through each module in the order they are listed.

1. **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/>).
2. **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.
3. **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