San José State University
Lurie School of Education Special Education Department
EDSE 228A: Issues in Transition and Collaboration
Fall Term 2019

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Office Hours: By appointment after class
Class Days/Time: Wednesdays 4:00 – 6:30pm
Classroom: Sweeney Hall 212

Course Format
Hybrid

This course employs a lecture and in-class activity based class format. Students are expected to access readings and materials online on Canvas to prepare for class or complete assignments. Students are also expected to work on assignments, readings, and assessments outside the course time.

Faculty Web Page and MYSJSU Messaging
Course materials such as the syllabus, handouts, notes, assignment instructions, and readings can be found on the Canvas learning management system course page for this course. You are responsible for regularly checking with the messaging system through Canvas. Additionally, be aware that all communications for this course should take place on either Canvas or through your university provided email (sjsu.edu).
Course Description

This course will cover the planning processes, legal mandates and procedures that formulate best practices in executing successful transitions for students with disabilities. The course will focus on the many facets of transition planning involving educational, vocational and community entities with the goal always to ensure each student with disabilities receives appropriate educational benefit, and an adequate quality of life from pre-school to his or her post-secondary setting. Embedded into this course will be a study of collaborative, evidence-based communication practices that have facilitated resolution when difficult issues and conflict arise. Professionals who utilize effective collaborative communication strategies with families and outside agency representatives increase the likelihood that all parties will be satisfied with the outcomes reached in transitional IEP meetings as well as other situations requiring sensitive interactive strategies.

Course Goals

This course is intended to assist students to meet the competencies specified in the Mild/Moderate Standards (M/M), Extensive Support Needs (ESN) and Early Childhood Special Education (ECSE) Specialty Teaching Performance Expectations (TPE)

Teaching Performance Expectations (TPE's)

1. **M/M 1.5** Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and careers, with appropriate connections between the school curriculum and life beyond high school.

2. **M/M 1.6** Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation.

3. **M/M 2.4** Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations.

4. **M/M 2.7** Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.
5 **M/M 4.6** Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions.

6 **M/M 6.1** Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.

7 **M/M 6.2** Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.

**Extensive Needs Supports TPE’s**

1. **ENS 1.1** Identify factors associated with successful planning and implementation of appropriate transition options, programs, and life experiences, and demonstrate advocacy skills related to the various transitions experienced by students with extensive support needs, as they move from kindergarten to post-secondary.

2. **ENS 1.10** Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and careers, with appropriate connections between the school curriculum and life beyond high school.

3. **ENS 2.7** Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with extensive support needs in a wide variety of general education and specialized academic instructional settings, included but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs.

4. **ENS 4.8** Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions.

5. **ENS 4.9** Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students’ meaningful participation in core, standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.

6. **ENS 6.1** Create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with extensive support needs.

7. **ENS 6.2** Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.

8. **ENS 6.3** Identify and understand conflict resolution techniques that use
communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.

**Early Childhood Special Education**

**ECSE 1.11** Facilitate the continuation of young children’s learning progress across multiple contexts and transitions including a variety of environments e.g., (home, school, community, hospital), and people (e.g., peers, service providers, family, community).

**ECSE 3.8** Individually and through consultation and collaboration with other educators, plan for effective content instruction appropriate for young children in the special education setting and provide multiple ways for young learners to demonstrate their learning development.

**ECSE 4.9** Collaboratively create and implement instruction and intervention activities based on individualized learning goals and outcomes for children and families that support access, learning, and participation across developmental and curricular domains.

**ECSE 4.13** Use coaching and consultation strategies with families and other professionals to facilitate positive adult-child interaction, instruction and interventions that promote child learning and development across learning experiences.

**ECSE 6.2** Develop and implement policies, structures, and practices that promote shared decision making with other service providers and families,

**ECSE 6.4** Develop and implement effective transitional plans to support the ongoing learning and development of children entering different learning settings (e.g., home-based services to preschool, preschool to kindergarten).

**ECSE 6.5** Promote efficient and coordinated service delivery for children and families by creating and supporting the conditions for service providers from multiple disciplines and the family to work together as a team.

**ECSE 6.7** Effectively articulate the rationale for instruction and intervention plans through culturally- and linguistically-appropriate verbal and written communications to and with family members, other service providers, administration, and other stakeholders.

**ECSE 6.9** Facilitate effective collaborative transitions between the stages of schooling and educational settings (e.g., infant/toddler to preschool, preschool to kindergarten, kindergarten to elementary).

**ECSE 6.10** Demonstrate the ability to self-reflect, self-evaluate, and professionally respond to feedback from family members, other service providers, administration,
supervisors, and stakeholders,

**ECSE 6.11** Demonstrate the ability to co-plan and co-teach with teachers and other adults in the ECE setting.

**ECSE 6.12** Demonstrate how to organize and supervise the work of other adults in the early childhood classroom.

**ECSE 6.13** Provide ongoing guidance and feedback through coaching and modeling for paraprofessionals supporting the individualized instruction and intervention activities of children with disabilities, including those with low incidence disabilities, and young children with disabilities who are also dual language learners.

**ECSE 6.14** Demonstrate how to provide constructive performance feedback to adults, as well as to communicate effectively with staff being supervised and with one’s own supervisors.

**Course Goals and Student Learning Objectives**

**Course Learning Objective #1:** Students will possess a working knowledge of the components and processes involved in transition with students with disabilities as demonstrated by their independent completion of an individualized transition plan (ITP) based on a case study.

**Course Learning Objective #2:** Students will effectively utilize data and interactive strategies to formulate appropriate Individualized Transition Plans.

**Course Learning Objective #3:** Students will possess a greater self-awareness of their communication/interactive strengths and weaknesses through self-analytical assignments and role playing exercises and will apply their knowledge of evidence based interactive strategies that facilitate healthy and effective communication across a variety of settings at school.

<table>
<thead>
<tr>
<th>Assignment Objectives</th>
<th>TPE’s applied</th>
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<tbody>
<tr>
<td><strong>1</strong> <strong>Responding to Journal Articles on Canvas</strong> (see detailed description below)</td>
<td>M/M 2.4</td>
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<tr>
<td></td>
<td>ENS 1.1, 2.7</td>
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<tr>
<td></td>
<td>ECE 1.11, 6.7, 6.9</td>
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<tr>
<td><strong>2</strong> <strong>Case Study Analysis for developing an ITP</strong></td>
<td>M/M 1.5; 2.7</td>
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<tr>
<td></td>
<td>ENS 1.10, 4.9, 6.1</td>
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<tr>
<td></td>
<td>ECE 6.4, 6.5, 6.7</td>
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<tr>
<td><strong>3</strong> <strong>Communication Awareness through Role Playing</strong></td>
<td>M/M 2.7, 4.6, 6.1</td>
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4 Final Take Home Exam on Best Communication Practices

Required Texts/Readings

Textbook
Primary Research Articles that will be posted on Canvas

Other Readings

Test, David W. Evidence Based Instructional Strategies for Transition Paul Brookes Publishing Inc. (2012)

Clark, Hewitt B. & Unruh, Deanne K. Transition of Youth and Young Adults with Emotional or Behavioral Difficulties Paul Brookes Publishing (2009)


Classroom Protocol
Participation in small group activities and on the Canvas weekly discussion forums will be expected. Student attendance in class is expected to be at 90% . If a student needs to be absent for personal or professional reasons, it is expected that a voice or text message will be delivered to the professor prior to the beginning of class. Cell phones are to be on silent except during breaks.

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Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at [http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html). Information about late drop is available at [http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

There will be three graded assignments for this class each constituting a possible 100 points. Additionally there are performance expectations each student should be aware of noted below.

Assignment #1: Responding to Journal Articles on Canvas
On a weekly basis, students will read primary journal articles on topics covered in class. Then from a set of questions on the Discussion forum of Canvas, students will post responses and react to other student’s posts. This assignment will assess student’s understanding of the basic concepts of Transition Planning and Developing Effective Communication Strategies.
This assignment addresses Learning Objective #1 & #3

Assignment #2: Case Study Analysis for developing an ITP
Students will review a simulated case study, analyze the information contained within and develop a simulated Individualized Transition Plan that could be presented in an IEP setting. This assignment addresses the skills identified in Learning Objective #1.
The plan will require each student to use the data from a mock assessment and then develop a plan that utilizes the student’s identified strengths, interests and aptitudes and appropriately accounts for identified areas of skill and functional deficits.
This assignment addresses the skills and practice principles identified in Learning Objective #2.

Assignment #3: Communication Awareness through Role Playing
Students will demonstrate accurate self-awareness of their communication style by completing numerous communication inventories and then demonstrating they have an objective awareness of their communication assets and liabilities through situational role playing and surveys.
This assignment will address Learning Objective #3

Assignment #4: Final Take Home Exam
This exam will provide students with an opportunity to articulate their knowledge, and applicability of interactive skills, strategies and practice principles presented in Communication portion of this semester. The exam will be an independent take home open note exam.
This assignment addresses Learning Objective #3

Notes: No extra credit is available but opportunities to improve substandard assignments will be offered. All assignments are due on their due date except by permission of the instructor. No extension for missing assignments will be made for the final exams except in an extreme emergency. Students need to accumulate at least attain at least a B- to pass this course. Late assignments without prior permission of the instructor and/or failure to participate regularly in the weekly discussion forum will result in a diminished grade. Points subtracted will be at the discretion of the instructor.
Failure to regularly access Canvas, complete the required journal reading, and respond to the posted discussion forums on Canvas will also result in a loss of grade.

**University Policies**

**Academic integrity**

Students should know that the University’s Academic Integrity Policy is available at [http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at [http://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

**Learning Assistance Resource Center (Optional)**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at [http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

**SJSU Writing Center (Optional)**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at [http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).
Peer Mentor Center (Optional)

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop–in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/.

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This schedule is subject to change with fair notice and the notices will be posted on Canvas.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>8/21</td>
<td>Introduction to the Concept of Transition For weeks 1–7 There will be assigned Readings with Discussion Forum that will require written responses that are to be posted on Canvas Discussion tab</td>
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<tr>
<td>2</td>
<td>8/28</td>
<td>Overview of Best Practices in The Individual Transition Planning Process</td>
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<td>3</td>
<td>9/4</td>
<td>Transition Assessments: and Cultural Competence: Making sure one accounts for Ecological Factors.</td>
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<tr>
<td>4</td>
<td>9/11</td>
<td>Person Centered Planning and Self-Determination</td>
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<td>5</td>
<td>9/18</td>
<td>Early Childhood Transitions: The IFSP and issues with transitioning into an IEP</td>
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<td>6</td>
<td>9/25</td>
<td>Key Transition Issues #1: The Importance of Teaching Self-Determination Theory in Transition Planning</td>
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<td>7</td>
<td>10/2</td>
<td>Key Transition Issues #2 Getting Students ready for post-secondary Educational Opportunities and/or Meaningful Work in the Community</td>
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<tr>
<td>8</td>
<td>10/9</td>
<td>Putting it all Together - Practice in Developing an ITP Mid-term will appear on line Wednesday, October 23</td>
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<tr>
<td>9</td>
<td>10/16</td>
<td>No Class – my daughter’s getting married</td>
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<tr>
<td>10</td>
<td>10/23</td>
<td>Communication &amp; Collaboration #1: Issues and Challenges in Interpersonal Communication</td>
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<td>10</td>
<td>10/30</td>
<td>Communication &amp; Collaboration #2 Intrapersonal Development: from Self-Awareness to Self-Efficacy</td>
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<td>11</td>
<td>11/6</td>
<td>Communication &amp; Collaboration #3: The Intended and Unintended Power of Statements and Questions</td>
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<td>12</td>
<td>11/13</td>
<td>Communication &amp; Collaboration #4 Challenges in Collaborating and Evidence Based Problem Solving Practices &amp; Principles for working on Teams</td>
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<tr>
<td>13</td>
<td>11/20</td>
<td>Communication &amp; Collaboration #5 Practical Applications: Working with Paraprofessionals, related service providers and parents</td>
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<td>14</td>
<td>11/27</td>
<td>Thanksgiving - No Class</td>
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<tr>
<td>15</td>
<td>12/4</td>
<td>Communication &amp; Collaboration #6: The Inevitability of Conflict and Strategies for Resolution. Final Exam will appear online on Monday, 12/5</td>
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<td></td>
<td>12/11</td>
<td>FINAL EXAM DUE BY 7:00PM</td>
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